

# Bramford Pre School

## Playgroup

Duckamere, Bramford, Ipswich, Suffolk IP8 4AH



<b>Inspection date</b>	16 May 2019
Previous inspection date	19 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

### Summary of key findings for parents

#### This provision is good

- The manager and management committee regularly seek feedback from parents, children and professionals, such as their local early years team. They use this information to reflect on the quality of their provision and focus plans for further improvements.
- Children become capable communicators. They express ideas, talk about their experiences and begin to make funny comments and tell jokes.
- The quality of teaching is good. Staff have frequent, positive interactions with children that help to stretch their thinking skills and build on their knowledge.
- Children behave well. Staff are positive role models. They speak calmly and respectfully to children. Staff provide clear guidelines for children's conduct. They encourage children to consider the feelings of others when they are reluctant to share equipment.
- The manager successfully monitors the progress of individuals and groups of children. She uses this information to make good use of additional funding and plan targeted activities. For example, additional funding is used to purchase specialist communication resources and help to close identified gaps in children's speech and language skills.
- Staff encourage children. They remind them that skills take practise and suggest alternative ways of doing things. For instance, staff demonstrate a different way to hold scissors. This promotes children's resilience and encourages a 'can-do' attitude.
- Parents praise the warm manner of staff, healthy snack options and variety of outdoor play opportunities. They comment positively on the way the setting helps to prepare older children for the move to school.
- Staff do not fully support children's understanding of the importance of good hygiene practices, such as washing their hands before eating, and how these contribute to their good health.
- Staff do not always make the most of opportunities to promote children's early literacy skills, for example their understanding of the different sounds of letters in their name.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- strengthen arrangements to support children's understanding of the benefits of good hygiene practices and how they affect their health
- increase opportunities for children to recognise and practise using letters and sounds to promote their early literacy skills.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the manager. She looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.
- The inspector completed a joint observation and evaluation of an activity with the manager.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector took account of the views of parents through written comments provided.

**Inspector**  
Kate Oakley

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff know the signs and symptoms which may indicate a child is at risk of harm. They understand how to refer any concerns they may have about the welfare of a child. The manager ensures staff attend training to develop their skills and she regularly updates their professional knowledge during staff meetings. Staff establish good relationships with parents. They regularly host meetings and activity sessions where they share information about children's learning with parents. Staff also provide books and activities for parents to support children's learning at home. Staff build strong links with the local school. They take children to visit for fun activities, such as story time and singing.

### Quality of teaching, learning and assessment is good

Staff define clear next steps for children, based on accurate observations and what they need to learn next. Staff use this information alongside their knowledge of children's interests to plan a range of activities to cover all areas of learning. Children delight in listening to interactive stories. Staff make a caterpillar puppet 'eat' food images that children hold. Children laugh hysterically as it 'munches' and they hold up the correct pictures at key points in the story. Staff encourage children to listen carefully and think about what might happen next. Children experiment with different musical instruments. Staff teach them the names of instruments and how to play them. They promote children's language and communication skills well. Staff ask questions, provide new vocabulary and show an interest in children's conversation. Children excitedly observe chicks in an incubator. They practise counting the chicks, talk about how to care for them and enjoy watching them. Staff prompt children to think about the different colours of the chicks and recall how they have changed. For example, children remember how the chicks hatched and how they have grown since.

### Personal development, behaviour and welfare are good

Children form bonds with staff. They choose freely from available resources and immerse themselves quickly in play on arrival. Children particularly enjoy being outside. They move confidently in the large space, making the most of the opportunities to run, jump, dig and hop. Children dress up as doctors, use a stethoscope and fill small bottles with sand 'medicine'. Staff ask children relevant questions about their own experiences of visiting a doctor and feeling unwell. Children benefit from visitors who share their knowledge and skills. For example, a dentist recently visited to teach children songs and play games with them to encourage their awareness of good dental care. Children are independent. They pour their own drinks, put on their sun hats and manage their own personal hygiene needs.

### Outcomes for children are good

All children, including those with special educational needs and/or disabilities and those in receipt of additional funding, make good progress. They develop key skills that help to prepare them for their next stage in learning, such as school. Children play cooperatively and take turns. They learn how to share resources, such as blocks, fairly and talk about being careful near others' towers. Older children master the use of scissors and pens.

## Setting details

<b>Unique reference number</b>	251421
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10072653
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Bramford Pre School Playgroup Committee
<b>Registered person unique reference number</b>	RP911668
<b>Date of previous inspection</b>	19 May 2016
<b>Telephone number</b>	01473 740782

Bramford Pre School Playgroup registered in 1999. It was originally established in 1969. The setting employs seven members of childcare staff. Of these, five hold an appropriate early years qualification at level 3 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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