

Stonham Aspal Pre-School

The Street, Stonham Aspal, Stowmarket, Suffolk IP14 6AF



Inspection date	10 May 2019
Previous inspection date	12 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff establish strong partnerships with parents. Parents talk enthusiastically about the service the setting provides, particularly the support and reassurance given by their child's key person to help them settle.
- Key persons know their children well and implement strategies for encouraging positive behaviour. The key person shares information about what strategies have worked well with parents, enabling children to replicate these in the home. This helps to create consistent boundaries for children.
- Children are independent learners. Staff provide an environment that enables them to make choices about what they want to play with and where, both indoors and outdoors.
- Managers reflect on the quality of the care and learning provided to children. They consider the needs of children when making changes to the provision. They evaluate when this is working well or when an area needs further development.
- Practitioners are proactive to support children with medical needs who attend the setting. They know children's individual care plans and what to do in the case of an emergency.
- During some adult-led routines, children can wait too long for activities to begin or to move on and as a result their interest is not maintained.

What the setting needs to do to improve further

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

- focus more closely on consistently maintaining good levels of interaction with children, particularly when changing from one activity to another.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection.

Inspector
Amy Quinton

Inspection findings

Effectiveness of leadership and management is good

Practitioners have opportunities to share good practice and learn from each other. Regular supervision feeds into this process by enabling staff time to discuss what they feel is going well and areas to improve. The provider has established a detailed action plan with high expectations of what the setting wants to achieve and how they are going to do it. Practitioners undertake training to help them in their individual roles, such as managing children's special educational needs or disabilities. Safeguarding is effective. Practitioners understand their responsibilities to recognise signs of abuse and where to report their concerns. Additional funding has a direct impact on the children receiving it. The key person skilfully uses what they know about the child to purchase resources for their next steps in learning. Parents are encouraged to share ideas that they feel their child would benefit from.

Quality of teaching, learning and assessment is good

Children play purposefully both inside and outdoors. They confidently collect and move toys and resources to enhance their play. Practitioners understand the importance of enabling children to be independent learners. They encourage children to use language associated with measurement when making ramps with cars. Children use their feet to measure how many steps the car has travelled and make predictions on which vehicle will travel the furthest. Assessments of where children are in their development are based on their key person's observations of what they can do. Practitioners use this information, and children's interests, to plan activities that support their next steps in learning. Children are beginning to recognise letter sounds and can match them to letters in their own name.

Personal development, behaviour and welfare are good

Practitioners manage accidents effectively to protect children's well-being. Children manage the space around them well when using the bikes outdoors. They understand the risks to themselves and others by going too fast and negotiate any obstacles well. Children are supported by kind, caring and friendly practitioners who speak highly of them and what they have achieved since attending the setting. Children are taught to understand the impact of their actions on others when engaging in war-type role play. Practitioners sensitively draw on children's knowledge of the Armed Services and how weapons can hurt or cause harm. Practitioners offer both the child and parent reassurance when a child is reluctant to settle. They understand the importance of a phone call to a parent if a child has not initially settled, to offer reassurance.

Outcomes for children are good

All children make good progress in relation to their initial starting points. Children leave the setting with the skills needed for Reception class. For example, they manage their personal hygiene needs relevant to their stage of development and can make independent choices about their play and learning. Managers use the support they receive from the school to ensure children's transitions are managed effectively.

Setting details

Unique reference number	EY408916
Local authority	Suffolk
Inspection number	10074466
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	48
Name of registered person	Stonham Aspal Pre-School
Registered person unique reference number	RP902497
Date of previous inspection	12 February 2016
Telephone number	01449 711593

Stonham Aspal Pre-School registered in 2010. The pre-school employs eight members of childcare staff, including three bank staff. Of these, four hold appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Friday during school term time. Sessions are from 9am until 3pm. There is the facility for wrap-around care for 15 minutes before and after each session that is also offered to children attending the local primary school. The pre-school provides funded early education for two-, three- and four-year-old children.

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