

Botesdale and Rickinghall Pre-School

Botesdale Village Hall, The Street, Botesdale, DISS, Norfolk IP22 1BZ



Inspection date

18 June 2019

Previous inspection date

26 November 2014

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

- The manager is proactive and works with staff, parents and the committee to identify ways to improve. For example, the pre-school has built a log cabin to enhance and extend children's experiences at the end of the day when the main hall is not available.
- Staff make accurate assessments of what children can do and use this information to identify their next steps in learning. They use this information to plan activities and make particular resources available. This helps all children, including those with special educational needs and/or disabilities, to make good progress from their starting points.
- Children benefit from extended periods of outdoor play and opportunities to be active. They experiment with weighing scales and varied materials including sand, mud and gravel. Children explore the woodland freely and recall key safety rules. For example, they know how to safely transport large sticks and remember which plants have prickles.
- Children engage well with group activities, such as parachute games, where they practise their listening, turn-taking and concentration skills. They laugh delightedly as they bounce balls on the material and pretend to catch 'mice' hiding underneath.
- Parents commend the 'brilliant' staff. They talk about the bonds their children form with staff and how they talk frequently about them at home. Parents appreciate the supportive, community atmosphere of the setting and the variety of events organised for families.
- Staff do not always consider the impact of background noise, for instance music, on children's ability to listen and engage in other activities.
- Staff do not consistently encourage children to take part in routines that help to keep them safe and the environment organised, such as tidying up, throughout the session.
- Parents are not consistently provided with information that will support them to support their children's progress in learning at home.

What the setting needs to do to improve further

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

- review the impact of background noise, such as music, on children's participation and ability to engage during activities
- encourage children to participate in routines that help to keep them safe, such as tidying away resources
- provide parents with more frequent opportunities to be involved with children's current learning, by sharing information about how they can support their next steps.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, including the woodland area and log cabin, 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, including children's learning records, 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 spoken to during the inspection and through written feedback 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 might have. Staff regularly access training which builds their knowledge and skills. For example, they attend specialist courses to support children's communication and speech. The manager also uses supervision and team meetings to review policies and check staff's understanding. Staff have a warm and friendly manner. They build good relationships with parents and work effectively as a team with colleagues and other professionals to support children's individual needs. Staff build strong links with local schools and organise regular transition visits for older children. This supports children's emotional well-being as they move on to the next stage of their education. The manager regularly monitors the progress of children. She uses this information to identify areas of learning to focus on and inform her resource and training purchasing decisions.

Quality of teaching, learning and assessment is good

Staff introduce activities and topics with excitement and enthusiasm. They use good teaching techniques to build on children's knowledge. For instance, when children show a fascination with pieces of egg shell in the woodland, staff talk to them about the life cycle of birds. They talk about the link between the eggshells and nearby feathers. This prompts children to talk about shells they found on the beach. Staff encourage children to notice shapes in their environment, such as circular plates and rectangular pieces of cheese. This helps to promote children's mathematical knowledge. Staff talk to children about their favourite colours. Children understand which colours they can mix to make new colours. For example, they know that mixing red and white paint makes pink. Staff teach children how to use equipment, such as scissors, safely and appropriately. Children create pirate faces as they practise their scissor and mark-making skills to cut out facial features, draw beards and 'write' labels.

Personal development, behaviour and welfare are good

Children enjoy using their muscles and play boisterously on the climbing apparatus and trikes. They recognise different sports in pictures and enjoy copying the different moves and actions. Children work together to fill containers with bubbly water to wash dolls. Children practise using their small muscles as they squeeze sponges and bottles. They demonstrate good independence at snack times. They wash their hands, cut up fruit and select ingredients to make themselves a healthy wrap. Children enjoy taking part in pretend play. They 'wash' and brush each other's hair, adding hair clips and hats as they play hairdressers. Staff encourage children to practise positive behaviours during play with others. For example, they remind children to use 'gentle hands' and take turns.

Outcomes for children are good

Children gain key skills to support their future learning. For example, they become confident communicators and develop curiosity. Children talk about their ideas and plans. They explain the different steps needed to complete a game. Children begin to make patterns, count and match colours with resources. They experiment with marks, using a clipboard to make notes as they play in the woodland.

Setting details

Unique reference number	508612
Local authority	Suffolk
Inspection number	10106647
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	51
Name of registered person	Botesdale And Rickinghall Pre-School Committee
Registered person unique reference number	RP523474
Date of previous inspection	26 November 2014
Telephone number	07796 014304

Botesdale and Rickinghall Pre-School registered in 1994 and is run by a voluntary committee. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and the manager holds a qualification at level 5. The pre-school opens Monday to Friday, from 9.05am until 3.15pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

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