

Great Finborough & Buxhall Under 5's

Pettiward Hall, Great Finborough, Stowmarket IP14 3AE



Inspection date

Previous inspection date

18 July 2019

3 December 2015

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

- All children make good progress from their individual starting points. Staff make effective use of their detailed observations and assessments to accurately monitor children's progress and identify gaps where children may need extra support.
- There is a particularly strong focus on supporting children to experience a smooth move into school. Staff make sure that important information about children's individual needs is passed on to local schools. This helps to ensure good continuity of care and learning for children.
- There are rich opportunities for children to strengthen their social skills and develop a strong sense of community. For example, they delight in interacting with others during regular visits to a local residential care home.
- Staff skilfully make the most of opportunities to enhance children's numeracy skills. For example, they consistently incorporate counting, simple calculations and positional language into children's play, activities and routines.
- Staff are encouraged to work towards higher qualifications and complete specific training to help enhance their skills and knowledge. For example, staff complete training to learn how to use Makaton sign language. This helps them to provide tailored support for children with special educational needs and/or disabilities (SEND).
- At times, staff do not make the most of opportunities to extend older children's interest in writing for different purposes and in different situations.

What the setting needs to do to improve further

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

- extend the opportunities for children to make marks and practise their early writing skills for different purposes and in different situations.

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 spoke to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the setting manager.
- The inspector held meetings with the nominated individual, a member of the management committee and the setting manager. She looked at relevant documentation such as evidence of training and the suitability of staff.
- The inspector spoke to parents during the inspection and took account of their views expressed in written testimonials.

Inspector

Sarah Clements

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff skilfully identify the possible indicators of abuse and neglect. They understand the exact action to take if they are concerned about a child's welfare or the conduct of a colleague, including the agencies they must notify. Daily risk assessments of the premises and outings are robust and help to keep children safe and secure. Leaders and the setting manager regularly monitor the performance of staff and the quality of teaching. Staff are encouraged to directly observe and evaluate the practice of their colleagues, which helps them to identify how to further refine their teaching skills. Staff regularly seek the views of children, parents and local authority advisers and often implement their suggestions to continuously improve the provision for children.

Quality of teaching, learning and assessment is good

Staff interact well with the children and join in with their play. They know the children well, including their learning styles and abilities. Staff successfully adapt their interactions to help children, particularly those with SEND, to strengthen their understanding and speaking skills. The well-resourced garden area is used effectively to help enhance the experiences of children who enjoy learning outdoors and exploring nature. For example, staff show children how to care for plants and living creatures and prompt them to talk about changes in the weather and seasons. Staff demonstrate how to connect smaller construction materials. This helps to inspire children to develop their own models and refine their small muscles.

Personal development, behaviour and welfare are good

Children benefit greatly from the individual attention they receive from their key person. For example, each key person works closely with parents to help children to settle in quickly and enjoy their time at the setting. Children behave well and are considerate towards others. For example, they make sure their peers have a chair at the table before finding one for themselves. Staff are calm and positive in dealing with minor disputes between children. They provide additional resources and model new ideas to help support younger children to learn to share popular toys. Teachers from local schools are invited into the setting. This helps children begin to form reassuring bonds and to look forward to their time at school. Children develop a strong awareness of how to keep themselves safe. For instance, staff set out a selection of realistic road signs to help inspire children to explore important road safety rules in their outdoor play.

Outcomes for children are good

Children are happy, motivated to learn and develop good levels of independence. Two-year-old children show a strong determination to manage tasks for themselves, such as finding their own belongings and pouring drinks. Children often choose to share books and make good use of props to bring these to life. They concentrate and listen attentively in conversations. Children, including those in receipt of additional funding, make good progress from their starting points. They gain important skills to prepare them for their next stages of learning, including their move on to school.

Setting details

Unique reference number	251497
Local authority	Suffolk
Inspection number	10066155
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 7
Total number of places	20
Number of children on roll	29
Name of registered person	Great Finborough & Buxhall Under 5's Committee
Registered person unique reference number	RP523407
Date of previous inspection	3 December 2015
Telephone number	07513 140072

Great Finborough & Buxhall Under 5's registered in 1982. The setting employs six members of staff. Of these, five hold relevant early years qualifications at level 2 or above. The setting opens from Monday to Friday during school term time. Sessions are from 8.30am until 3pm Monday to Thursday, and 8.30am to 12.30pm on Friday. A holiday club is also provided during some school holidays. These sessions operate from 9am to 2.15pm. The setting provides funded early education for two-, three- and four-year-old children.

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