

Inspection of Hadleigh Parkside Pre-school

Pykenham Way, Hadleigh, IPSWICH IP7 5ER

Inspection date: 12 September 2019

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy their time at this welcoming pre-school. They are happy to arrive and eagerly seek out their friends to play. Children develop good bonds with their key persons, who are kind and caring. Staff interact warmly with children and have thoughtful conversations with them. Children talk about their home lives and ideas for play. For example, they list the imaginary ingredients they could use as toppings on their dough pizza and recall their experiences of cooking at home. Staff ask questions which are relevant to children's play and build their vocabulary. They ask children if they are going to cook their pizzas and encourage them to count numbers on a clock to 'set a timer'.

Staff praise children's efforts and acknowledge their successes. For instance, they comment 'what a good try' as children practise using new tools. Staff encourage children to keep trying if a task is difficult. Children demonstrate pride in their work, sharing their drawings and models with staff and the inspector.

Children understand the expectations and rules of the pre-school. They behave well and are kind. For instance, children listen carefully to staff before greeting the pre-school's pet hamster. They speak quietly and are careful not to frighten the hamster as they sit down next to the cage.

What does the early years setting do well and what does it need to do better?

- The nominated person does not fully understand their responsibility to inform Ofsted of changes to the manager and committee. As a result, Ofsted has not been provided with the information required to check the suitability of all committee members. However, the impact on children is minimised because committee members do not have any unsupervised contact with children.
- The new manager has made effective changes since the last inspection. She carefully reviews information about children's learning and progress gathered by staff. She uses this information to review the quality of the provision and help her to identify staff training needs. For instance, the manager and staff attended mathematics training and introduced new resources to promote children's understanding of numbers and shapes.
- Staff collect detailed information from parents during the settling-in process. They use this information to gain an understanding of each child's needs and starting points in learning. Parents speak positively about the pre-school and staff. They state their children are happy and talk about the progress they have made since attending. Parents share their views with staff through questionnaires and at regular meetings.
- Staff regularly check what children know and can do. They use this knowledge to plan activities around children's interests and help them achieve their next

steps in learning. Staff work with specialist professionals, such as speech and language therapists, to provide additional support where needed. This helps children to make good progress in all areas.

- Children develop independence and are keen to do things for themselves. At snack times, they find their name label and wash their hands independently. Children pour their own drinks and use knives to cut up fruit. Younger children fetch their own bag ready for nappy changes.
- Older children demonstrate readiness for the next stage of their education, such as school. They show curiosity and an eagerness to learn. For instance, children delight in finding and identifying different insects in the garden. They carefully handle the small creatures and talk excitedly to staff about the number of legs they have or what they might eat.
- Staff say they feel well supported and valued. They report that they receive sensitive guidance from the manager that helps them to carry out their roles and responsibilities competently. This promotes their well-being and the continuous improvement of their teaching skills.
- At times, staff do not provide enough opportunities for children to practise and challenge their physical skills, explore different ways of moving their bodies and exert themselves. However, children do access lots of resources and activities that build their small-muscle skills. Children delight in exploring a variety of sensory materials including sand, mud, dough and paint.
- Some routine activities do not fully capture the attention of children, considering their different ages and needs. For example, younger children struggle to remain engaged in large-group activities. This reduces their learning and enjoyment.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good awareness of safeguarding and wider child protection issues. They know how to identify and report concerns to protect children from harm. The manager ensures staff keep their knowledge up to date, through training and regular policy briefings during staff meetings. She also follows a robust recruitment process and conducts checks to ensure the suitability of staff.

What does the setting need to do to improve?

To meet the requirements of the Childcare Register, the provider must:

	Due date
ensure that the registered person informs Ofsted of the appointment of a new manager and any changes to the nominated individual.	27/09/2019

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

- review the organisation of routine activities to suit the different ages and needs of children, to help capture their interest and fully enhance their learning
- strengthen arrangements for children to practise, challenge and build their physical skills.

Setting details

Unique reference number	EY415733
Local authority	Suffolk
Inspection number	10106693
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	1 to 3
Total number of places	26
Number of children on roll	32
Name of registered person	Hadleigh Parkside Pre-school Committee
Registered person unique reference number	RP528143
Telephone number	01473 827702
Date of previous inspection	15 June 2015

Information about this early years setting

Hadleigh Parkside Pre-school registered in 2010. The pre-school employs eight members of staff. Of these, four hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, 8am to 6pm, during term time. An activity club is also offered during four weeks of the summer holiday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Oakley

Inspection activities

- The manager and the inspector completed a tour of the pre-school to understand how the early years provision and curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was carried out and evaluated by the inspector and the manager.
- The inspector spoke to children and staff throughout the inspection. She also took account of the views of parents spoken to during the inspection and through written feedback provided.
- A meeting was held between the inspector and the manager. This included a review of relevant documentation, such as evidence of staff suitability and training.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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