

Inspection of Guildhall Feoffment Preschool And Nursery

Ford House, Shirehall Way, Bury St Edmunds IP33 2BA

Inspection date: 24 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The manager has high expectations of her staff team. She aspires for every child to be the best they can be. Staff place the utmost priority on children being confident, independent and ready for the next stage of their education. This is reflected in the high levels of self-assurance demonstrated by children from a young age. The relationships developed with parents are a key strength of the setting and contribute successfully to creating a shared approach to support children's learning. The manager makes good use of additional funding to help promote children's future learning. For example, the setting employs a speech and language therapist to support children with language delay.

Children develop good literacy skills. They have many interesting opportunities to make marks and practise their early writing skills. Children enjoy listening to their favourite stories. Overall, staff make good use of this interest in books to capture children's imagination and encourage them to join in and predict what will happen next. Staff allow children the freedom to take appropriate risks. Children delight in demonstrating their balancing skills or trying to jump the furthest. They are very independent and staff give them time and encouragement to help them learn to persevere with difficult tasks.

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

- The manager ensures staff recognise the important role good language skills plays in children's future learning. Staff get down to children's level and ask age-appropriate questions while introducing new words to extend their vocabulary. Some children are extremely articulate for their age, such as in the way they form sentences. There are many meaningful strategies and technologies in place to support children who speak English as an additional language. For example, staff create 'Talking Albums' with family members so that children can listen to key phrases in English, followed by the translation in their home language, at the push of a button.
- Children quickly develop close attachments to their key person. Staff are caring and attentive to children's needs. The youngest children are cared for in a smaller room with a cosy family feel. The high expectations of staff and effective room layout help to encourage the high levels of independence in their personal care shown by some children in this room.
- Staff work closely with parents to find out about children's previous experiences, interests and capabilities. Staff use this information effectively to build on what children already know to broaden their understanding and promote their good progress. They engage parents well in their children's learning and provide meaningful help and guidance to support their learning at home. Parents are highly complimentary. They particularly praise the excellent communication and

the 'attention to detail shown by staff'.

- Children play together happily, sharing ideas and working out how to solve simple problems. Staff give them time to figure things out for themselves without stepping in too soon. Children in the pre-school room understand how to take turns with popular resources, such as the ride-on toys. Staff skilfully help them to learn about the impact of their actions on others. Children remind each other of the rules and understand the concept of fairness.
- The manager has introduced many strategies to help raise the quality of staff skills throughout the setting to a consistently higher level, although the impact of this is not yet seen throughout all aspects of practice. The teaching of senior staff is of the highest level and their skilful interactions excite and engage children's imaginations. However, some staff do not adapt their teaching skills to respond swiftly to different situations to ensure each child is benefiting fully from the experiences available.
- The setting employs a cook to prepare nutritious home-cooked meals each day. Children tuck in with gusto while learning good table manners. Staff organise mealtimes effectively to help children learn about portion sizes and healthy options. Children confidently follow well-established routines, such as collecting their own cup and plate and then scraping their dishes when finished.

Safeguarding

The arrangements for safeguarding are effective.

Staff have of good knowledge of the of the signs and symptoms that indicate a child may be at risk of harm. They are confident about their responsibilities to protect children and the action to take to promote their safety. As part of their induction process, all staff attend safeguarding training and the manager regularly tests their knowledge to check it is up to date. Thorough recruitment procedures are followed to help ensure staff are safe and suitable to work with children.

What does the setting need to do to improve?

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

- help all staff develop the skills necessary to sustain the highest levels of concentration and involvement from each child.

Setting details

Unique reference number	EY546273
Local authority	Suffolk
Inspection number	10099867
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 to 4
Total number of places	39
Number of children on roll	71
Name of registered person	Guildhall Feoffment Preschool & Nursery CIO
Registered person unique reference number	RP546272
Telephone number	01284 705353
Date of previous inspection	Not applicable

Information about this early years setting

Guildhall Feoffment Preschool And Nursery registered in 2017. It employs 14 members of childcare staff, 13 of whom hold relevant early year qualifications, including the manager who holds early years professional status. The setting opens Monday to Friday from 7.30am until 6pm, all year round, except for bank holidays and one week between Christmas and New Year. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gill Thornton

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact on children's learning. She carried out joint observations with the manager and chairperson of the committee.
- The inspector and manager viewed all areas of the setting and discussed the delivery of the curriculum and the learning taking place. The inspector spoke to staff at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to children and parents and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019