

Inspection of Woolpit ARC

Woolpit Childcare Centre Ltd, Woolpit CP School Heath Road, Woolpit Bury, St Edmunds Suffolk IP30 9RU

Inspection date: 27 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 Good

What is it like to attend this early years setting?

The provision is good

Children arrive happily and quickly settle, showing curiosity and eagerness to explore. Staff greet them warmly, follow their lead in play and sensitively join in. Children talk confidently to staff as they pour water using a wide range of everyday crockery. Staff help children to learn about capacity and volume. They give children clear explanations and introduce words that build children's vocabularies, such as 'overflow'.

Children are relaxed and show good levels of engagement. They are confident to try new things. For instance, children are eager to use a pestle and mortar as they explore fresh and dried herbs and spices. Staff talk to children about the different aromas and encourage them to mark their preferences on a tick list. Children build good physical skills. They are active inside and outside, exploring sand and water. They learn how to throw bean bags to knock over skittles. Staff provide appropriate equipment to enable children to build good balance. For example, children can swing their bodies and, under staff supervision, hang upside down. This supports children's good physical development and helps them to gain self-confidence.

Children become engrossed in their explorations and play, showing good concentration. They demonstrate that they feel safe and secure. For instance, they are confident to seek help and reassurance when they accidentally bump heads.

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

- Teaching is consistently good, and some is outstanding. Staff understand how children learn. They plan a wide range of interesting and stimulating activities that ignite children's curiosity and build on children's interests. For instance, staff provide children with meaningful experiences to explore their sense of smell, building on children's recent interest in a story they have enjoyed.
- Staff follow children's lead in play, aiming to 'build on the awe and wonder children see in the world'. They ask questions and introduce new words to help children build good vocabularies. Children hear lots of mathematical language as they play. For example, staff talk about circles and squares in the environment and children count how many plates they need at snack time.
- Staff know children well. They observe children as they play and regularly assess the progress they make in their learning and development. Staff continually plan to build on what children know. They help children gain the skills and knowledge they need to support the next stage in their learning.
- Leaders are very reflective in practice. They have a clear ethos, which is shared by the staff team, to provide children with stimulating opportunities that build on children's experiences and inspire awe and wonder. Leaders have an accurate

view of the setting's strengths and areas for development. All staff are enthusiastic in their roles and deeply committed to the children and the setting.

- Staff benefit from regular supervision meetings with leaders that help them to reflect and develop their practice. Leaders encourage staff to use a range of methods to develop their knowledge and skills, including training courses, research and wider reading.
- Leaders and staff share new knowledge they gain from training. For instance, staff have developed how they support children's physical development. This has helped children to gain confidence and improve their sense of balance.
- Staff provide an inclusive environment where children learn about and respect their differences and similarities. Children learn about people and communities that are different to their own. For example, they explore the festivals of Holi and Diwali.
- Children receive lots of praise and encouragement for their efforts and achievements. This helps them to build good levels of self-esteem. Staff help children to understand and talk about their feelings. Children show increasing self-control and empathy towards each other.
- Staff work well in partnership with parents. They provide lots of information about children's progress. However, staff do not share ideas with parents about how they may support children's ongoing learning at home, particularly to help children develop a love of reading.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training and updates about safeguarding and wider child protection issues. They demonstrate a clear understanding of the indicators of abuse and neglect, and how to report any concerns they may have about children in their care. Leaders follow robust recruitment processes that help to assure the suitability of adults working with children. Staff supervise children well and ensure that the premises are safe and secure.

What does the setting need to do to improve?

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

- enhance partnership working with parents further to share ideas that help them to support their child's ongoing learning at home.

Setting details

Unique reference number	EY359649
Local authority	Suffolk
Inspection number	10073978
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 10
Total number of places	26
Number of children on roll	60
Name of registered person	Woolpit Childcare Centre Ltd
Registered person unique reference number	RP527194
Telephone number	0777 278 7842
Date of previous inspection	28 January 2016

Information about this early years setting

Woolpit ARC registered in 2007. The setting employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday, all year round, from 8am to 6pm. Pre-school sessions are from 9am until 3pm. The setting offers before- and after-school care and holiday clubs for children aged up to 11 years. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gail Warnes

Inspection activities

- The inspector had a tour of the premises with the manager and discussed how the curriculum is organised.
- The inspector spoke with staff and children at appropriate times during the inspection.
- A joint observation was completed with the pre-school manager.
- The inspector held a meeting with the nominated individual and the manager. She looked at relevant documentation and evidence of the suitability of the company directors and staff working in the pre-school.
- A number of parents spoke to the inspector and their views were taken into account.

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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