

Inspection of Bacton Under Fives

The Playcentre, c/o Bacton Community Primary School, Tailors Green, Bacton,
Stowmarket, Suffolk IP14 4LL

Inspection date: 31 October 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 have easy access to a wide range of resources and confidently make their own choices of what they would like to play with. This helps to support their growing independence skills and ensures they are inspired to learn and explore.

Staff provide a wide range of rich, sensory experiences that motivate and capture the curiosity of babies. For example, babies absorb themselves in exploring a wealth of natural resources, such as pine cones and leaves, which they use to fill and empty containers. Across the setting, staff skilfully support children's mathematical thinking and motivate them to solve problems for themselves. For example, older children have a go at estimating how many conkers they need to fill a tube before testing it out themselves to find the answer.

Staff are enthusiastic and encouraging in their approach. They model polite manners and often take the time to praise children for working hard to complete a task or being kind to others. This has a positive impact on children's behaviour and attitudes, which are very good. Children show that they feel very safe. They confidently approach visitors to the setting and are keen to invite them to share in their experiences.

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

- The manager ensures that staff have sufficient allocated time to concentrate on the observation and assessment of children's progress. This ensures that staff get to know the children well and understand how they intend to support each child to move forward in their learning.
- Staff talk skilfully to children. They ask them questions, introduce new words and model how to use them in context. Staff work with specialist professionals, such as speech and language therapists, to provide additional support where needed. This helps children, including those in receipt of additional funding, to become confident communicators during small-group activities.
- Children show high levels of involvement in practical tasks such as measuring, mixing and pouring. Staff express an interest in children's dough models and demonstrate new ways for children to manipulate the dough. For example, they show toddlers how to push matchsticks into the dough to make spikes, which helps to strengthen children's physical dexterity.
- Babies experience good continuity in their care routines. Staff speak to parents regularly to make sure that they are kept up to date with any changes to children's sleeping, feeding and toileting needs. They make sure parents are well informed of their child's experiences at the setting.
- Staff work hard to foster the involvement of parents in children's learning. They suggest activity ideas via an online application, which parents readily refer to

and use with their children at home. This helps to ensure that children benefit from opportunities that they may not otherwise experience outside of the setting.

- The children have strong emotional attachments to their key person, as well as the other staff. They often seek them out and invite them to join in with their imaginary play situations. Staff enthusiastically support children's ideas, asking them questions and introducing new props and dressing-up clothes, to help enhance their creative ideas.
- Older children demonstrate impressive literacy skills. They often choose to write their names on their finished artwork, paying good attention to how they form recognisable letters. Staff provide interesting activities to further extend children's early reading and writing skills. For example, they frequently repeat the sounds that letters represent and support children to match these to a selection of letters made from dried pasta.
- The manager is dedicated and passionate about working with the staff, parents and children to bring about improvements to the curriculum. She offers constructive support to staff to tackle any weaknesses in teaching and celebrates their individual talents. For example, staff are encouraged to share their skills in playing the flute and piano to enhance children's experiences of music.
- Some children have fewer opportunities to share aspects of their different languages, traditions and cultural practices from home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to recognise and respond to any concerns about children's welfare. They are alert to any issues that may have an impact on children's overall well-being, including any potential for them to be exposed to extreme views or behaviours. The manager ensures that all staff receive regular safeguarding training to help them to keep up to date with local child protection procedures. This means that they also understand the action they must take if they are concerned about the conduct of the manager or a member of staff.

What does the setting need to do to improve?

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

- enhance opportunities for children to share more about the languages, traditions and cultural practices they experience at home.

Setting details

Unique reference number	251403
Local authority	Suffolk
Inspection number	10066151
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	0 to 12
Total number of places	50
Number of children on roll	82
Name of registered person	Bacton Under Fives Committee
Registered person unique reference number	RP909010
Telephone number	01449 780079
Date of previous inspection	27 October 2015

Information about this early years setting

Bacton Under Fives registered in 2010. The setting employs 12 members of staff. All staff hold appropriate early years qualifications at level 3. The setting opens on Monday to Friday from 7.45am to 6pm, for 51 weeks of the year. Funded early education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sarah Clements

Inspection activities

- The manager and the inspector completed a tour of the setting to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The manager and the inspector carried out a joint observation.
- 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.
- The inspector held a meeting with the manager, deputy manager and a member of the management committee. 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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