

Inspection of Old Newton Under Five's

Village Hall, Church Road, Old Newton, Stowmarket, Suffolk IP14 4ED

Inspection date: 31 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
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 are resourceful and make good use of the available toys and equipment. They delight in accessing the construction area where they play cooperatively as part of a small group. Together, they negotiate roles and establish 'rules' for positioning foam bricks to build a wall. Children show excellent regard for keeping themselves safe. For instance, they instinctively tell staff that it is important to wear a helmet to protect their head while building. Children's enjoyment of books is developing well. They enjoy relaxing in the tent while sharing the story books they choose at the library. This helps to support children's literacy skills.

Children settle well and show that they feel safe. Younger children respond well to the routines and show that they understand what will happen next and what is expected of them. They are exceptionally helpful and delight in managing tasks for themselves. For example, two-year-old children, including those who are new to the setting, show remarkable skills in serving their own snacks, pouring drinks and tidying away their cups and plates. Children beam with confidence and pride when talking about the stars they have achieved on the setting's 'proud board'. They lovingly celebrate each other's efforts and instinctively do all they can to make visitors feel welcome.

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

- Children are quick to develop exceptionally close bonds with the staff and their friends. This contributes to children's excellent levels of emotional well-being. Key relationships between staff and younger children are remarkably strong. Two-year-old children express great comfort in having a cuddle with the staff when they start to feel tired. Staff make sure that children's care needs are precisely met, including when they first attend.
- Staff skilfully help children to extend their language and communication skills. They introduce increasingly complex vocabulary, such as 'honeydew' and 'cantaloupe', when talking about different varieties of melon. Younger children are beginning to use basic sign language and often point to pictures on the 'choice board'. These skills help them to communicate their ideas and choices.
- Staff complete accurate assessments of children's development and plan well for the next stages of their learning. They play alongside children and skilfully support them to develop their imaginative thinking and creativity. For example, staff help children to reorganise furniture and introduce real-life props to extend their role-play themes.
- Children have excellent opportunities to learn about the differences and similarities between themselves and show exceptional levels of respect for others. For example, staff engage children in highly meaningful discussions about how some people use hearing aids to help them to hear. Children meet

many people from their local community, such as police officers and residents at the local care home. This helps to widen their sense of community and social experiences even further.

- Staff establish strong and supportive partnerships with parents. They engage parents well in children's learning and regularly share new information about their children's progress. Staff work tirelessly with parents to help them to secure additional support and guidance from outside professionals. This helps to ensure high levels of continuity in children's care and learning experiences.
- Leaders have effective arrangements to ensure the ongoing professional development of the management team and staff. Staff are encouraged to observe and evaluate each other's practice. They have regular meetings with the manager to discuss their performance, workload and well-being. Ongoing training opportunities are well targeted to bring about improvement to children's educational experiences. For example, following training, staff review the organisation of toys to better reflect the learning needs of two-year-old children.
- The inviting outdoor space is easily accessible. However, staff do not always provide children who enjoy playing and learning outdoors with the best possible opportunities to explore their ideas and thinking more extensively. For example, when children notice some trees being trimmed nearby, staff do not make the most of the opportunity to build on children's interest in the work of the tree surgeons.
- There are well-established links with the local school, which helps to ensure children experience a smooth transition when they move on to the next stage in their learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of child protection issues. Leaders place a great emphasis on safeguarding and ensuring the welfare of children. They make sure staff are trained effectively in safeguarding matters. Staff are knowledgeable and confident in their ability to respond appropriately to any concerns they may have about a child's welfare. Leaders have a good knowledge of safe recruitment guidelines. They implement a robust recruitment, induction and supervision process to ensure staff are 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:

- enhance the learning experiences for children who enjoy playing and learning outdoors, to help extend their ideas and thinking to the highest levels.

Setting details

Unique reference number	251584
Local authority	Suffolk
Inspection number	10072662
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	19
Name of registered person	Old Newton Under Five's Committee
Registered person unique reference number	RP523391
Telephone number	07871 858183
Date of previous inspection	23 March 2016

Information about this early years setting

Old Newton Under Five's registered in 1987. The setting employs nine members of staff. Of these, eight hold appropriate early years qualifications at level 3 or above, including one who holds early years teacher status. The setting opens from Monday to Friday, during term time. Sessions operate from 9am to 3pm on Monday and Friday and from 9am to 12.30pm on Tuesday, Wednesday and Thursday. Funded early education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Clements

Inspection activities

- The manager, deputy 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 education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was carried out by the inspector and the deputy 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.
- A meeting was held with the manager and deputy manager. This included a review of relevant documentation, including 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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