

# Inspection of Benhall Preschool

School Lane, Benhall, Saxmundham IP17 1HE

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Inspection date: 13 February 2020

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and secure. On arrival, they separate confidently from their parents and find activities straight away. Children display a sense of belonging and practise their early literacy skills as they identify their name label and select their peg for the day. They show that they feel safe as they settle quickly into the routine and enjoy playing with their friends. Children explore the wide range of resources and toys that are easily accessible.

Parents speak highly of staff and the care they provide. Children build positive bonds with staff, who are patient and kind. Staff build children's confidence and self-esteem through praise and encouragement for their efforts. They prompt children to think about others. For example, staff gently remind children to share toys and equipment. Children are keen to hold conversations with staff and share their ideas. Staff listen carefully and speak clearly to children. They repeat and extend the basic sentences children construct, adding more descriptive words. This helps to expand children's vocabulary and build their confidence.

Children use a variety of materials to play creatively. For instance, they use moulds to shape dough into ice cream shapes and roll dough flat to wrap small toys as 'presents'. Children share these with nearby children and adults. They play cooperatively with friends to create interesting road systems with construction materials. Children take turns to wind up small cranes and manipulate turntables to lift and rotate their vehicles.

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

- The manager has high expectations to continually improve. She makes regular evaluations of the provision with staff and involves parents and children in the process.
- Children independently pour themselves drinks from the water machine and select fruit from a basket for their snack. Older children take themselves to the toilet and wash their hands without prompting.
- Staff benefit from regular supervision meetings which help them to discuss, reflect on and develop their practice. The manager gives them time to complete children's learning records and review children's progress.
- Children enjoy learning and enthusiastically join in with group activities. They delight in boisterous dancing and sing a variety of songs, including ones involving counting. Children identify numbers and shapes confidently. However, at times, staff miss opportunities to extend children's understanding of mathematical concepts, such as measurement, quantity and weight, during some adult-led activities.
- Staff build successful partnerships with local schools, especially the host school.

They invite children's new teachers to visit, spend time with children and discuss their learning. Staff take children to the host school for lunches during the summer term. This helps to support children's emotional well-being and continuity in their learning as they move on to their next stage in education.

- Children confidently transport resources and move equipment around the pre-school space. Staff teach children how to use real tools safely, such as hammers and screwdrivers. Children recall these safety rules well. However, they do not always show an awareness of hazards they create. For example, some children leave coats, shoes and toys on the floor.
- Staff uphold positive hygiene practices, such as teaching children to follow thorough handwashing routines before mealtimes. Staff promote good manners and encourage children to use 'please' and 'thank you' appropriately. Children are polite, sociable and kind to each other.
- Children recall the different ingredients they need to bake cakes. Staff encourage children to recall where certain ingredients, such as eggs, come from. Children remember quickly that eggs come from chickens. Staff encourage children to explore the texture and smell of different ingredients.
- Children move quickly as they pedal tricycles skilfully and navigate capably round the garden. They create a 'car park' using numbered cones. Children continue this play indoors as they use chalk to draw roads and square 'garages' for toy cars on the floor.
- Staff present books as exciting, fun experiences. They use a variety of voices, volumes and dramatic pauses to bring stories to life. Children are keen for staff to read books 'again' and recall their favourite parts.

## Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good knowledge of safeguarding. They know the signs and symptoms that may indicate a child is at risk of harm. Staff know how to report any concerns about children's welfare or the behaviour of an adult. The manager ensures staff keep their knowledge up to date with regular training and briefings. When appointing new staff, the manager follows thorough recruitment processes to ensure that staff are suitable.

## What does the setting need to do to improve?

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

- increase opportunities to build and extend children's understanding of mathematical concepts, such as weight and measure
- build on children's independence skills and encourage them to take responsibility for tasks to keep their environment safe, for example tidying away their own possessions and resources they are no longer using in a timely manner.

## Setting details

<b>Unique reference number</b>	EY549543
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10143472
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 11
<b>Total number of places</b>	25
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Benhall Preschool Playgroup CIO
<b>Registered person unique reference number</b>	RP549542
<b>Telephone number</b>	01728605940
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Benhall Preschool opened in 1981 and re-registered in 2017. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications ranging from level 2 to level 6. The pre-school opens from Monday to Friday, all year round. Pre-school sessions run from 9am until 3pm, with breakfast and after-school clubs running from 8am to 9am and 3pm to 5pm. Holiday clubs run during the school holidays from 8am to 5pm. 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 inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The manager took the inspector on a tour across the setting and garden to explain how the early years provision and curriculum are organised.
- The inspector held a number of discussions with the manager, deputy manager and staff. She looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.
- The deputy manager completed a joint observation and evaluation of an activity with the inspector.
- The inspector spoke to children and staff at appropriate times during the inspection. She also took account of the views of parents through written feedback provided.

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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