

Inspection of Laxfield Pre School

Framlingham Road, Laxfield, Woodbridge, Suffolk IP13 8HD

Inspection date: 14 July 2021

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

What is it like to attend this early years setting?

The provision requires improvement

Children start their day with a warm welcome from their key person, they leave their parent and carers and happily play with their friends. Children enjoy exploring the well-equipped pre-school and its garden. The outdoors is a favourite, children enjoy making use of the space. They have fun transporting water into the mud kitchen and jumping into the muddy puddles they create.

Children show great initiative and understanding of how to work together. They work collaboratively to build a pirate ship, using a range of wooden blocks, large cotton reels and small tyres. They use their imaginations as they play, and the ship quickly changes into a car and a bridge. Children understand the expectations for their behaviour, staff help them to rephrase their questions if they forget to be polite. As a result, children behave very well and are kind and caring towards one another.

Children share their home life with their friends as several children have family books with photos of their families, pets and homes. They proudly show the photos, explaining who each important person is.

There is an evident bond between all staff and children. Children who need reassurance go to staff for a cuddle, especially the youngest children. Babies enjoy playing in their own space but also join the older children when appropriate. Older children are caring towards them and visibly enjoy their company.

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

- The management committee, as the registered provider, does not have adequate systems in place to inform Ofsted of changes to the committee and Nominated Individual. As a result, Ofsted has not been provided with the information required to check the suitability of all committee members. However, the impact on children is minimised because committee members do not have any unsupervised contact with children.
- Staff are aware that some children struggle coming back to the pre-school after the Covid-19 (coronavirus) pandemic. Therefore, they are focused on supporting children's emotional literacy so that children can express their feelings. When children self-register, they choose a happy or sad face to place beside their name. Children that choose a sad face are supported by staff through the use of discussion, books and dolls.
- Resources are interesting and spark children's curiosity. For example, children experiment with a range of herbal teas, tea pots of all sizes and cups. They smell the different tea, look at leaves and marvel at the colours they create in the water.

- Staff are skilled in knowing when to observe children in their play and when to offer support to develop their learning. However, small group sessions need further developing in order to have more clarity of the purpose of the session. Children quickly lose interest when they are expected to wait for long periods of time and, as a result, they disengage from the session.
- Due to the wide range of resources, children's play is purposeful. Staff support children to learn to manage risk. They carefully watch as children use blocks to stand on to reach items in a tree. If the block wobbles, staff suggest readjusting before trying again.
- Staff ensure that children are supported to develop their growing vocabulary through songs and discussion. Books are placed in all areas, including outdoors, and used regularly by children who request staff read to them. There are numerous opportunities for children to express themselves creatively, such as making cakes, using play dough and natural resources.
- Healthy lifestyles are promoted. Staff help children to learn about dental health. Children play in small groups in the dentist area, which is equipped with photos, toothbrushes and large teeth to practise keeping clean. Staff support their discussion about healthy and unhealthy foods and the effect it has on teeth.
- Mathematics is promoted through a range of resources including a construction area. Staff ask children to make predictions using words such as less or more. Staff support shape recognition when, for example a child is making shapes using matchsticks they help them learn by naming the shape.
- The manager conducts observations and supervisions to ensure that teaching remains effective. However, the management committee does not carry out thorough supervision of the manager to ensure that they are supported to enhance the provision further.
- Staff work effectively with other professionals to support children's learning. They listen to guidance and put plans in place to ensure that all children are making good progress in their development.

Safeguarding

The arrangements for safeguarding are effective.

The designated lead person has a secure understanding of their role. All staff are trained to recognise signs of potential abuse and demonstrate knowledge of wider safeguarding concerns. The pre-school has a clear policy and procedures in place to support the staff if they need to make a referral. Key contact details are available on the notice board. Staff meetings and supervisions are used to ensure that staff maintain their knowledge. Good safer recruitment practice is in place. Staff and volunteers are not permitted to work until they receive their cleared Disclosure and Barring Service (DBS) check. Although Ofsted has not been informed of changes to some committee members, DBS checks have been completed as part of the suitability process.

What does the setting need to do to improve?

To meet the requirements of the Childcare Register, the provider must:

	Due date
ensure that Ofsted is notified of changes to the management committee.	01/09/2021

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

- plan and implement robust supervisions for the manager to support and enhance practice further
- strengthen staff's understanding of what they want children to learn so that group activities are engaging and challenging for all children.

Setting details

Unique reference number	EY552262
Local authority	Suffolk
Inspection number	10174121
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	34
Number of children on roll	39
Name of registered person	Laxfield Pre School CIO
Registered person unique reference number	RP552261
Telephone number	01986 798091
Date of previous inspection	Not applicable

Information about this early years setting

Laxfield Pre School re-registered in 2017. The setting employs nine members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 3 and above. The setting also employs an administrator. The setting opens from Monday to Friday during term time. Sessions operate from 8.30am to 3.30pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emily Holt

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The manager and deputy manager took the inspector on a learning walk of the setting.
- The inspector completed a joint observation of an activity and evaluated this with the manager and chairperson.
- The inspector spoke with the manager, staff and the children at appropriate times throughout the inspection.

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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