

Inspection of Lavenham Pre-School

Lavenham Pre School, Church Street, Lavenham, Sudbury, Suffolk CO10 9QT

Inspection date: 1 October 2021

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

What is it like to attend this early years setting?

The provision is good

Children look forward to attending the pre-school. They adapt well to the arrangements put in place in response to the COVID-19 (coronavirus) pandemic. For example, they understand that their parents do not currently come into the pre-school and confidently say goodbye to them at the entrance. Children delight in spending time in the outdoor space. They share close interactions while scooping, stirring and pouring the sand and soil mixture in the 'mud kitchen'. Children talk to staff about what they are creating and quickly find additional pans and spoons to extend their play. They show high levels of motivation to find out new things and test things out.

Children with special educational needs and/or disabilities (SEND) are quick to discover activities that reflect their interests. For example, they enjoy making marks on the interactive whiteboard and skilfully identify familiar numbers written by the staff. They feel at ease and, with sensitive encouragement, learn to sit alongside others during mealtimes. Behaviour is very good. Children show high levels of independence and confidently do things for themselves. For example, they prepare their own buttered crackers and very kindly pass on the bowl of butter for others to use.

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

- Staff get to know the children in their care really well. They have a good understanding of what they want children to learn and the order in which they need to learn it. Staff are fully aware of the impact that the COVID-19 pandemic has had on some of the children. For example, they increase opportunities for children to talk to one another in small groups to practise their speaking skills.
- The key-person arrangements are particularly supportive of the needs of children with SEND. When children find it more difficult to settle, staff are quickly on hand to offer reassurance and comfort. Staff work closely with parents to support children's care routines, including times when younger children are learning to use the toilet.
- Staff create many opportunities for children to tackle new physical challenges and experiment with their large body movements. They encourage children to walk carefully along the wooden planks, supporting them to get up and have another go when they stumble. This helps children to build their resilience and refines their balancing skills.
- Staff work hard to create inviting spaces to inspire children to access books and talk about stories. Children make good use of the new outdoor reading area to revisit familiar texts and develop their own storytelling skills. They also delight in visiting the nearby library to choose from an even wider range of books. This helps to support their early literacy development.

- The manager demonstrates a passion and ambitious vision for the future of the nursery. In the short time she has been in her role, she has worked with leaders and staff to develop comprehensive plans to extend the provision for children. Staff feel that the manager supports them well in their roles. For example, there is an effective programme of supervision to support staff to enhance their practice, identify training and monitor their workload.
- The manager is keen to extend the links with schools and other early years settings to help enhance the continuity in children's learning. However, staff are sometimes unclear on how to extend the oldest children's knowledge and skills to ensure this is consistent with what they will experience in school.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff regularly update and share their safeguarding knowledge through training, online research and discussions. Leaders question staff about their knowledge regularly to check their understanding of safeguarding issues. Staff confidently know how to identify concerns about a child's welfare. This includes any signs that a child may be at risk of exposure to extreme views or practices. Information is readily available to guide staff to report concerns and access outside support when needed. They know the importance of working together to monitor children's attendance to help protect them from harm.

What does the setting need to do to improve?

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

- strengthen links with other early years providers and local schools to help enhance continuity in children's learning and development.

Setting details

Unique reference number	2564790
Local authority	Suffolk
Inspection number	10204611
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 at time of inspection	2 to 4
Total number of places	24
Number of children on roll	24
Name of registered person	Lavenham Preschool
Registered person unique reference number	2564789
Telephone number	01787 249738
Date of previous inspection	Not applicable

Information about this early years setting

Lavenham Pre-School re-registered in 2019, following a change in legal entity. There are five members of childcare staff who work in the setting. Four staff members hold appropriate early years qualifications at level 3 or above. The manager holds qualified teacher status. The setting opens each weekday during school term time. Sessions operate from 9.15am to 3.15pm. Funded early education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Clements

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a tour of the setting and discussed how the early years provision and curriculum are organised.
- The inspector observed the quality of interactions during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation of snack time with the manager.
- The staff and children spoke to the inspector at appropriate times throughout the inspection.
- Parents shared their views with the inspector and the inspector took these into account.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons working at the setting.

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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M1 2WD

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