

# Inspection of Laxfield Pre School

Framlingham Road, Laxfield, Woodbridge, Suffolk IP13 8HD

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Inspection date: 9 June 2022

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Requires improvement
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## What is it like to attend this early years setting?

### The provision is good

Children feel safe and secure. They are becoming independent and developing the key skills needed to be ready for school. Children show a good attitude to learning. Staff mostly organise the session well, to meet children's individual care and learning needs. Overall, children behave well and enjoy staff praise for their individual efforts. Children arrive eagerly and are greeted by friendly and caring staff. Children readily go off to find their friends and choose what they want to do from the varied and interesting range of activities provided for them. Staff store resources well, to enable children to access them independently.

Children who learn best from being outdoors are able to do so. Staff plan for all areas of learning, both indoors and outside. Children enjoy taking part in the 'Children's Council' where they inform staff of the activities that they would like in the setting. Staff ensure that, as much as possible, these are provided. For example, a child said that they would like to bake some biscuits, so staff provided for this, taking into account children's individual learning needs. Another child wanted to play the guitar, so a member of staff sourced a guitar for the children to explore using.

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

- Staff know the children well and are actively engaged in their play. They build on what children already know, in an organised and sequential way. Children with special educational needs or disabilities are supported well to make the best possible progress.
- Children actively seek out staff to share in their play. For example, they do yoga together, using a book for reference. However, staff do not organise routine transition times well, such as moving from play activities to lunchtime. Children do not remain engaged, and their behaviour deteriorates.
- Children show a good interest in adult-led activities. However, staff do not always organise these well enough to enable those who want to participate to be able to do so. This sometimes leaves children upset and frustrated.
- Staff help children to develop independence in the setting. Children know to wash their hands before eating and after toileting. Staff help children to learn about keeping healthy. Children talk confidently about oral hygiene and the need to limit the amount of sugar that they eat.
- Children show good levels of curiosity about the natural world. For example, they take part in a 'Nature Scavenger Hunt', ticking off items they have found. Children delight in showing others the bugs they have found, such as a beetle. Staff present new vocabulary to children, such as introducing the word 'bark' as part of children's learning about a tree trunk.
- Staff support children's speech and language development effectively. They use

signing and pictorial prompts to support children's developing vocabulary. Staff engage children in conversation and listen to what they have to say. They respond well to the babbles and gestures of babies.

- Overall, staff work well with parents. Parents report that they are happy with the service that is provided and value the good levels of communication. Parents appreciate the stay-and-play sessions that have been reinstated following changes that were made due to COVID-19. Parents describe staff as 'friendly' and 'caring'.
- The manager and staff ensure that children receive any additional funding that they are entitled to. However, they do not seek parents' views on how the early years pupil premium could be best spent, to promote the best possible progress for their children.
- Since the last inspection, the provider has met their legal obligation to inform Ofsted of changes to the nominated person and committee members. The manager has a clear vision for the continuous improvement of the setting. Staff work very well as a team. They have regular opportunities for supervision, to support their well-being and monitor practice. Staff training needs are met.
- Staff have established partnerships with the host school. This helps to ensure that children are fully supported as they prepare for the next stage in their learning, such as moving into the Reception class.

## Safeguarding

The arrangements for safeguarding are effective.

There are effective recruitment and selection procedures, to help ensure that those working with children are suitable to do so. Staff have a good understanding of the signs and symptoms of abuse. They know how to report concerns. There are designated leads for safeguarding within the setting, to ensure that all concerns are recorded and reported in a timely way. All staff complete training in child protection. This includes wider safeguarding issues, such as the 'Prevent' duty. Staff are aware of the importance of recognising when children or families are vulnerable to being drawn into extreme behaviours or views.

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

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

- review and revise the organisation of the transition between routine activities, to ensure that children continue to enjoy a high standard of play, teaching and learning
- support staff to plan adult-led activities, so that children who want to participate are able to do so
- involve parents in decisions about how the early years pupil premium funding for their children is spent.

## Setting details

<b>Unique reference number</b>	EY552262
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10203492
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Laxfield Pre School CIO
<b>Registered person unique reference number</b>	RP552261
<b>Telephone number</b>	01986 798091
<b>Date of previous inspection</b>	14 July 2021

## Information about this early years setting

Laxfield Pre School re-registered in 2017. The setting employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The setting also employs two apprentices and an administrator. Two regular volunteers also work with the children. 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

Jacqui Mason

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in her evaluation of the provider.
- The inspector and the manager completed a tour of the setting to understand how the early years provision and the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of written testimonials.
- Children spoke to the inspector during 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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