

# Inspection of Henley Pre-School

Henley Community Centre. Church Meadows, Henley, IPSWICH, Suffolk IP6 0RP

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Inspection date: 3 October 2022

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

### **The provision is good**

Children benefit from being in a small friendly pre-school. They have a very good relationship with each other and the staff team. Children see the positive interactions between staff and their parents. As a result, they feel safe and secure. Children learn to be kind and considerate towards one another. Older children look after the younger children and include them in their play. Children learn to take turns. They use a sand timer for popular resources, such as bikes. Children are very independent and actively make choices throughout their day. They develop their personal skills as they take part in daily tasks. For example, they find their peg, put on their coat and choose their fruit for snack.

The pre-school is calm, which children enjoy. Children are visibly excited as they explore what the staff have set up. They have great imaginations and use their creativity in make-believe games. They share their home experiences and learn from one another. For example, children very cleverly turn an object upside down so it resembles a jackhammer. A child stands in front of it pretending that it vibrates into the ground, which the others copy.

Children have a good attitude to learning. They ask lots of questions and are keen to learn. Children enjoy problem-solving, for example when they add more sand to very watery sand to enable them to build with it. When children find tasks difficult, staff skilfully model the tasks to help them learn. Children persevere and are motivated when staff praise their achievements.

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

- Staff pay close attention to what children can do, and they build upon what they already know. They carefully consider what children need to learn next to develop their skills. Staff work as a team to design the activities and resources. They ensure that they build upon each child's experiences and interests. As a result, children have a great time and make good progress in their learning.
- Most of the time, staff use their skills effectively to enhance and extend children's learning. Children actively engage in play. However, occasionally, children are interrupted by staff asking questions, which can have an impact on their engagement and cause them to lose interest.
- Staff animatedly read to children. In group times, children thoroughly enjoy joining in with familiar stories, excitedly waiting to finish the end of the sentence. Staff help to develop children's language through their interactions. They pronounce words clearly and help those children who find it challenging by signing and pointing at objects, so they make the connection. Staff are visibly happy when children achieve, and they congratulate them.
- Staff plan a wide range of opportunities for children to develop their physical

skills. Children work collaboratively to move large objects, such as tyres, to position them where they want to play. They develop their fine motor skills as they pinch pegs to hang washing on a line. Sensory play is well considered. For example, children explore the smell and feel of fresh herbs. They can articulate what they smell like using a range of descriptive words.

- Staff add mathematics in everyday conversations and activities. As a result, children correctly use words such as 'big' and 'small'. Children enjoy baking in the mud kitchen. Staff call out a list of items for them to find to make the recipe. Children successfully choose the correct number of each item, and proudly show the staff.
- Staff work very successfully as a team and have high aspirations for children. They prioritise training and feedback at team meetings so that all staff benefit. The manager is very well organised and ensures that all the necessary paperwork is readily accessible. Children are safe as the building is secure. Staff are vigilant and carry out daily risk assessments on the premises. They deploy themselves effectively to supervise children.
- Parents speak highly of the setting, commenting on how well their children's learning is progressing. They feel well informed through online and daily communications with staff. Staff offer a parents' evening and opportunities for parents to participate in family activity sessions. In addition, staff have carefully developed activity bags on a range of topics for children and families to complete together at home.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and committee understand their role in protecting children. All staff regularly complete training to keep their safeguarding knowledge up to date. Staff are alert and can recognise the signs of potential abuse. Each member is aware of their duty to make a referral if they identify a child is at risk or feel an adult is acting inappropriately. There is a flow chart of the referral process for reference and the relevant contact details are listed. All staff and committee members have undergone checks to verify their suitability. Thorough inductions and supervision meetings are in place.

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

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

- increase staff's awareness of when to interact with children to consistently have a positive impact on their learning.

## Setting details

<b>Unique reference number</b>	251517
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10234416
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	15
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Henley Preschool Centre Committee
<b>Registered person unique reference number</b>	RP909679
<b>Telephone number</b>	07979 468 467
<b>Date of previous inspection</b>	25 November 2016

## Information about this early years setting

Henley Pre-School registered in 1986. The pre-school employs three members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The pre-school opens on Monday to Friday, during term time. Sessions are from 8.30am until 3pm. The pre-school 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 provider received since the COVID-19 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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The provider and the inspector carried out a joint observation together.
- Parents, staff and children shared their views on the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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