

Inspection of Catey Pre- School

Catey Pre-School, Church Lane, Cockfield, BURY ST. EDMUNDS, Suffolk IP30 0LA

Inspection date: 15 September 2022

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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

The registered provider does not have adequate systems in place to ensure that all legal roles and responsibilities are met. Ofsted has not been informed of changes to the governing body. As a result, the necessary checks have not been able to be completed to establish the suitability of individuals. However, the impact to children's safety is minimal as these individuals do not work directly with children.

Children show that they feel safe and secure. They happily leave their parents at the door and settle quickly as they are welcomed by staff. Children select what they would like to do, and when, and remain engaged in activities of their choice. They create towers with building blocks, complete puzzles, and enjoy sand and water play. Children know the daily routines well. For example, they stop what they are doing and listen to staff when they hear the bell ring. Children pour their own drinks and select what fruit they would like for snack.

Children thoroughly enjoy playing outside and have many opportunities to be active and develop their physical skills. They carefully balance on stepping-stones, glide down the ride-on-toy slope and use pretend tools to 'fix' items.

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

- The registered provider has failed to meet the requirements of their registration. Despite being fully aware that Ofsted must be notified of any changes to members of the governing body, this has not happened in a timely manner. Disclosure and Barring Service checks are obtained for all adults linked to the provision. However, Ofsted has not been provided with the information required to carry out suitability checks on all individuals. These breaches to the requirements do not have a significant impact on children's safety, as the suitability of those who have direct contact with children is checked appropriately.
- Staff get to know the children well and are fully aware of their interests. They ensure that toys and resources are readily available that will captivate children's attention. Staff know what each child needs to learn next, and quickly identify when children may need extra support. This helps them to make good progress in their learning and development.
- Partnerships with parents are strong. Staff work hard to maintain effective relationships with all families. Parents express their thoughts and comment extremely positively on the pre-school. They highlight the effective communication they receive and explain that staff readily accommodate their children's needs.
- Staff have warm relationships with children. They are friendly and caring and attend to children's needs promptly. Children understand rules and expectations.

However, staff do not consistently explain to children why some behaviours are not acceptable. This does not fully support children to understand how their behaviour impacts on others.

- Children enjoy a range of fresh fruit and vegetables for their snack. They also have the option of a cooked lunch, delivered from the school on site. Children like talking to the staff as they sit together while they eat. These positive and social experiences help children to feel a strong sense of belonging.
- The manager works closely with the staff team and takes account of their skills and experiences. Supervision sessions and staff meetings are used to discuss any staff needs, including further training.
- Children develop skills in readiness for their future learning, such as their move on to school. Staff support children to learn basic self-care skills. They work with parents to agree on a constant approach when children are ready to start using the potty or toilet. Staff encourage children to identify colours and develop an awareness of numbers and counting.
- Staff regularly talk to children during activities and introduce some new words, such as 'Arctic', as they explore ice. However, children do not have enough opportunities to hear and practise new vocabulary in their play. In addition, there are times when staff ask children lots of questions in rapid succession. This does not give children enough time to think and formulate a response.

Safeguarding

The arrangements for safeguarding are effective.

The recruitment procedures for employing new staff to work with children are robust. For example, references help to make sure there are no concerns about staff's suitability to work with children. New staff receive an appropriate induction. Thorough policies are in place, and reviewed, to support staff in their role. Staff complete child protection training to help to update and refresh their knowledge of safeguarding issues. Posters are also displayed in the building to remind staff who they should contact if they have a concern about children's welfare.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that the members comprising the governing body fully understand their roles and responsibilities to fulfil the requirements of the early years foundation stage	14/10/2022

ensure that Ofsted is provided with the necessary information to enable suitability checks to be carried out for all members of the governing body.	03/10/2022
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To further improve the quality of the early years provision, the provider should:

- strengthen consistent expectations to help all children recognise that their behaviour has an impact upon others
- enhance staff's understanding of how to support children's communication and language skills.

Setting details

Unique reference number	EY424032
Local authority	Suffolk
Inspection number	10233783
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory 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	16
Name of registered person	Catey Pre-School
Registered person unique reference number	RP530475
Telephone number	01284 827274
Date of previous inspection	18 October 2016

Information about this early years setting

Catey Pre-School registered in 2012. The pre-school is located within the grounds of Cockfield Primary School. The pre-school employs five members of childcare staff. All hold appropriate early years qualifications at level 3 or above. The pre-school opens from 8.50am until 3.20pm, Monday to Friday during term time. A lunch club runs from 11.50am until 12.20pm and a breakfast club is available from 7.50am and an after-school club provided until 4.20pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Harris

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact that this has on children's learning.
- The inspector spoke with staff at appropriate times during the inspection and carried out a joint observation of a group activity with the manager.
- A small number of parents provided the inspector with verbal and written feedback and the inspector took account of these views.
- The inspector held a meeting with the nominated individual and looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school and a selection of policies.

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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