

# Inspection of Sudbrooke Pre-School Playgroup

Sudbrooke Village Hall, Scothern Lane, Sudbrooke, Lincoln, Lincs LN2 2SH

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Inspection date: 17 November 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 are greeted warmly into this welcoming pre-school. Most children are very keen to arrive and confidently leave parents at the door. If children are unsettled, staff support their emotional well-being and help them to feel secure. For example, they encourage them to wave to their parents through the window and then engage them in play. Children behave well. They learn how to share and to understand rules of the games they play. Children take it in turns to match pictures when they play a game of picture dominoes with their friends.

Staff know the children well and provide opportunities for them to extend their learning. For example, when children show an interest in weighing scales, staff show them how to use them, explaining it is used to weigh objects. Outside children are physically active. They develop strength in their legs and coordination when they pedal tricycles with excitement. Children are supported to develop a love of books and stories. They are asked to follow instructions in books, such as to pretend to blow a monster away. This helps children to take an active part in the story telling and to concentrate and listen.

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

- Children's personal, social and emotional development is given priority by staff, especially when children first start attending. For example, staff invite parents to stay with their children for as long as necessary, to encourage their children to feel safe and secure before their parents leave.
- The small staff team work closely together. The positive relationships they have with each other show children how to be respectful to others. Staff are encouraged to reflect on their practice through supervision meetings and daily discussions. They are supported to complete childcare qualifications to extend their knowledge of how they can continue to support children's learning.
- Staff encourage children to develop their communication and language skills. For example, they sing nursery rhymes and talk to children when they play alongside them. When the routine of the day changes, staff encourage children to listen. For instance, they switch off the lights and clap their hands which initiates children to stop what they are doing. Staff ask children, 'Are you listening?' Children shout in response, 'Yes we are.'
- Before children move on to school, the manager invites school teachers to visit the children in the pre-school. This helps children to get to know the person who will be caring for them, promoting their emotional well-being well. However, the procedures to share and gather information about children's learning with other early years settings is not fully effective. This means that there is some inconsistency in the learning and development for children who attend more than one setting.

- Staff provide children with opportunities to broaden their knowledge, such as to learn about similarities and differences in people. For example, they invite teachers to bring children with additional needs from local schools to play and interact with the children. Children are inquisitive and ask questions, such as what wheelchairs are used for.
- Parents say that their children are happy and safe when they are at the pre-school. However, when children first start at the setting, staff do not consistently gather information about children's interests and abilities from all parents. This means that they are not able to give all children the same level of support with their learning from the start.
- The manager and staff reflect on the experiences they offer children. They make changes to the daily routine. This includes giving children a sticker to reward their achievements after they have helped to tidy away toys. This encourages children to have a positive attitude to helping.
- Staff provide opportunities for children to complete tasks by themselves, to support their future learning. For example, they encourage children to put their arms in coats and to pull up zips. Staff support children to understand how to use a knife safely to spread butter on their toast during snacktime.

## Safeguarding

The arrangements for safeguarding are effective.

Staff carry out risk assessments to help maintain a safe environment for children, both indoors and outdoors. They help children to understand how they can keep themselves safe. For example, staff talk to children about road safety and how to carry scissors safely, by holding the point facing downwards. The manager and staff understand how to identify if children are at risk of harm or abuse. This includes if children are being exposed to radicalisation or subject to female genital mutilation. They know to report any concerns about children's welfare to the relevant safeguarding agencies. Furthermore, if they have concerns about staff's behaviour with children, they know the procedure to follow. This helps to keep children safe.

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

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

- support staff to develop a more consistent approach to sharing information about children's development with other early years settings children also attend
- help staff to gather information from all parents about their children's interests and what they already know on entry.

## Setting details

<b>Unique reference number</b>	253555
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10234434
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Sudbrooke Preschool
<b>Registered person unique reference number</b>	RP902169
<b>Telephone number</b>	01522 754 047
<b>Date of previous inspection</b>	16 January 2017

## Information about this early years setting

Sudbrooke Pre-school Playgroup registered in 1994 and is situated Sudbrooke, Lincolnshire. The pre-school employs four members of childcare staff. Of these, one holds an appropriate early years qualifications at level 2, one at level 5 and the manager holds a level 6 qualification. The pre-school opens from Monday to Thursday during school term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager, deputy manager and the inspector completed a learning walk together of all areas of the pre-school and discussed how they intend to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- Parents shared their views of the pre-school with the inspector.

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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