

Inspection of Haughley Pre-school & The Pit Stop Out of School Club

Haughley Village Hall, The Folly, Haughley, Stowmarket, Suffolk IP14 3NS

Inspection date: 21 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 happily enter the pre-school room and are warmly greeted by staff. They know the daily routine and independently sit quietly on the carpet. They wait for their turn to find their name to self-register. They very quickly choose resources and happily engage in their play. They work collaboratively and help each other. For example, they carry a small plank together to make a balancing beam. Children make good friends and play together excitedly. They are polite and have good manners. When staff ring the bell, children attentively stop and follow instructions to tidy the toys, demonstrating their good listening.

Children thoroughly enjoy being outside. They like to practise their physical skills with the numerous trikes and cars. Children have good imaginations. They pretend that one of the wooden houses is an 'ice-cream parlour' and call staff and other children to buy an ice cream.

Children have very good relationships with staff and often go to them for a reassuring cuddle throughout the day. They ask staff to read stories and enjoy sitting beside them to play a game. Children are confident and proudly show visitors their pre-school. If they want a resource from the cupboard, they describe what they want staff to get for them.

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

- Children are making good progress in their learning. Staff are clear about what they want children to learn. Each member of staff is responsible for planning for their key children. They identify what children need to work on next and share the information with other staff so everyone can contribute. Staff plan exciting resources and activities that include children's interests as well as working around a theme. The current theme, autumn, allows children to explore a range of different resources such as leaves and conkers, which widens their interests.
- The staff work extremely closely as a team and deploy themselves well to benefit the children. Staff carefully choose when to join in with children's play to model learning effectively. For example, when children build a tower that keeps falling, staff show them an alternative way of building and then step away so that the children can try for themselves. Children are really pleased when they succeed.
- Staff focus on promoting children's independence. They create many opportunities throughout the session for children to practise and develop their skills. At snack time, children pour themselves a drink from a jug, choose their snack, and clear their plate and cup from the table. They are learning to put on their coats and shoes when they go outside. Staff assist children that ask for help, but encourage them to try first.

- Lunch is a sociable time. Staff eat their lunch and chat with the children. They help children to extend their vocabulary by explaining new words. Staff use actions to help non-verbal children to understand and develop their language. Children take an interest in stories and access books throughout the session. They thoroughly enjoy group story time and all actively participate. Children show their excitement as they join in with familiar parts of the story, laughing as they say it together.
- Staff successfully support children's development in mathematics. As a result, children have a good working knowledge of how to use mathematics in context. For example, they enjoy comparing the height of their two towers using the words 'smaller' and 'bigger'.
- Staff inspire children's awe and wonder. Children are fascinated when they find a worm. Staff join in with their excitement, encouraging them to watch and predict where the worm might go next and talking about the worm's habitat. Children refer to a folder with photos of different creatures to help them identify what they have seen.
- Managers track children's development to establish whether all areas of the curriculum are well planned for. They provide parents with termly reports to inform them of their child's development. Staff, however, do not continue to ask parents what children do at home, which limits the information they have to plan for children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to safeguard children. All staff have accessed a range of training, which has given them the knowledge to recognise the signs of abuse and neglect. There are clear reporting systems in place. Staff have a noticeboard with contact details of each organisation that they can refer to. Staff are vigilant of wider safeguarding issues such as county lines and radicalisation. There are robust recruitment procedures in place. Staff take appropriate steps to ensure that all those working with children continue to be suitable, and have had the appropriate checks.

What does the setting need to do to improve?

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

- strengthen partnerships with parents to enable staff to continue to gather information to assist them with planning for children's learning.

Setting details

Unique reference number	251515
Local authority	Suffolk
Inspection number	10234415
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	18
Name of registered person	Haughley Pre-School Playgroup Parent & Toddlers Committee
Registered person unique reference number	RP523499
Telephone number	07880 738781
Date of previous inspection	20 January 2017

Information about this early years setting

Haughley Pre-school & The Pit Stop Out of School Club registered in 1993. The pre-school employs three members of childcare staff, who all hold relevant early years qualifications at level 3. The pre-school opens from Monday to Friday, during school term time. Sessions are from 8.30am until 3pm on Monday, Tuesday and Thursday and from 8.30am until 1pm on Wednesday and Friday. The pre-school provides funded early years 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 provider and the inspector completed a learning walk together and discussed the curriculum and what it is that the provider wants children to learn.
- 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 provider and the inspector carried out a joint observation together.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to children during the inspection
- 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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