

Inspection of Risby Preschool and Childcare Services

Alymer Close, Risby, Bury St Edmunds, Suffolk IP28 6RT

Inspection date: 15 December 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 are happy to attend this nurturing setting. They leave their parents at the door with a smile as staff warmly welcome them in. Children grow in confidence as they learn and practise new skills. They choose whether to join in adult-led group times such as registration time, where they sing songs and discuss the rules and their feelings. At other times, children make independent choices about their play, supported by staff when needed.

Children are free to move between the indoor and outdoor environments. They enjoy exploring the activities staff have set up outside, which make the most of the current weather conditions.

Settling-in procedures are effective and, as a result, children form strong bonds with the staff. Children are confident to approach and speak to new people. All children make good progress from their starting points. The special educational needs coordinator works well with parents to help support progress at home. Staff have high expectations of children's behaviour. They take opportunities during the day to remind children of the rules and how their actions can make others feel.

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

- Managers and staff are clear about their curriculum and what they want children to learn. They observe and assess effectively to identify potential gaps in learning.
- Leaders and managers reflect on their practice to ensure they are meeting the needs of all children to the best of their abilities. They work well with parents to give children experiences that otherwise may not be available to them. For example, they arrange for zoo animals to visit the pre-school. These opportunities give children knowledge of the wider world around them.
- Staff play alongside children and generally teach well. They comment on children's play and make suggestions to direct learning. However, there are times when staff are less successful during adult-led activities. Staff do not recognise when too many children try to join in the activity at the same time. This means children's behaviour deteriorates and quieter children disengage and walk away.
- Children show positive attitudes towards their learning. They concentrate on activities for extended periods of time. They explore their ideas and, with the support of staff, find solutions to problems that arise. For example, staff support children when they discover their envelope has lost its stickiness. Staff ask the children to think about other ways to stick the edges down. Children then return with glue and are happy when they can close their envelope.
- Children test out various ideas with the support of staff to help build their critical

thinking skills. They experiment in different ways to try and get frozen objects, such as a large spoon, out of some ice outside. Alongside staff, they move the ice into the sun to see if that will help. Staff ask questions such as, 'Do you think something warm or cold will help to melt the ice?' Staff add warm water and children try moving the spoon back and forth to loosen it. Children are delighted when they finally manage to free the spoon, and staff recap with them how they did it.

- At most times, staff work well to support children's understanding of good hygiene. For example, when children come to join the snack table, staff ask them what they need to do before they can eat. Children return once they have washed their hands and enjoy their snack. However, during the day, children are repeatedly coughing. Staff are not consistent with teaching children to cover their mouths to help stop the spread of germs.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their responsibilities to keep children safe. They understand how to make referrals to the relevant agencies if they have any concerns about children or the conduct of others. Staff carry out daily risk assessments of the premises. Leaders and managers have taken action where needed to keep children safe. For example, they have increased the height of the fence in the outdoor area. They also have thorough procedures in place to ensure all children are present when returning from playing outside.

What does the setting need to do to improve?

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

- support staff with group activities to ensure all children's needs are met and they are all engaged in learning
- support staff to consistently teach and remind children of the importance of good hygiene.

Setting details

Unique reference number	251614
Local authority	Suffolk
Inspection number	10263479
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	34
Number of children on roll	92
Name of registered person	Risby Pre-School & Childcare Services Committee
Registered person unique reference number	RP523541
Telephone number	01284 810794
Date of previous inspection	3 May 2017

Information about this early years setting

Risby Preschool and Childcare Services registered in 1994 and is situated in Risby, Bury St. Edmunds, Suffolk. The setting employs six members of childcare staff. Of these, four hold relevant qualifications at level 3, and one holds level 6. The pre-school provision opens Monday to Friday, during term time only. Sessions are from 9am until 3pm. Additionally, the setting also offers a before- and after-school wrap-around service, from 8am to 9am and from 3.30pm until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Nina Hopson

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.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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 inspector spoke to several parents during the inspection and took account of their views.
- 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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