

Inspection of St Andrews Pre-School

St. Andrews Church Hall, St. Andrews Road, FELIXSTOWE, Suffolk IP11 7EB

Inspection date: 18 January 2023

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 confidently leave their parents and are warmly welcomed into the provision by enthusiastic staff. The children show they feel safe and secure by happily and quickly engaging in meaningful play. They form close and trusting bonds with their key person. Children's needs are quickly responded to by staff, ensuring that they feel listened to and valued.

Children enjoy exploring the resources and are confident to test out new ideas with the support of staff. Children are encouraged to practise their ideas and new skills. They particularly enjoy activities linked to their interests and are happy to share these with their friends.

Children have good opportunities to develop their language and communication skills. Children whose speech is in the earlier stages of development are supported to communicate, using visual aids and props alongside speech. There are numerous opportunities for children to engage in language through stories, songs and circle time. Staff model language well to the children, repeating back and adding words to extend their vocabulary.

Throughout the provision, children demonstrate good behaviour. Children are supported by staff to respect and care for the equipment and environment. As a result, children happily tidy resources and thoroughly enjoy sweeping the floor. Even the younger children replace toys in boxes without prompting. Children thrive on the praise that they receive from staff for their positive behaviour.

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

- Staff ensure that they know their key children well. They use observations and information gathering from parents to accurately identify the children's starting points. Staff use this knowledge to create a curriculum specific to the needs of the children attending. They incorporate the children's interests into the provision in order to inspire engagement and learning. Staff provide challenging and progressive learning opportunities for all children.
- Children's independence is supported well. They learn self-care skills, such as washing hands and good hygiene. Children are encouraged in both rooms to become independent when putting coats on, progressing from being supported to being able to complete this independently. They enjoy taking responsibility for putting items to take home in their drawers and putting pictures out to dry. Children take turns to help staff prepare snack for the group.
- Parent partnerships are strong. Parents speak positively about the provider and feel well informed. Staff share children's progress with parents regularly. Parents feel listened to and involved in their children's development as staff share

activity ideas for supporting children's learning at home. Parents feel their children's unique needs are met and that staff support the children's well-being.

- Children are given regular opportunities to learn about their local environment through walks. Staff stop and encourage children to observe the surroundings. They support children to recognise and explore differences which have occurred in the environment, such as the freezing of the water and the new blooms beginning to appear on the trees.
- Children have regular opportunities to cook. They are supported by staff to prepare healthy meals, which they then take home. Staff talk to children about healthy eating and oral health. Children are given recipe cards to take home so that they can enjoy the experience again with their parents.
- The manager actively promotes staff development to enrich practice. Staff are supported to access training around specific areas of interest, such as language and communication. They are also encouraged to acquire higher level training and qualify for designated roles. Staff feel valued by the manager and feel that their well-being is of high importance.
- Staff are confident in recognising when a child may need extra support. The key person works closely with the parents and the special educational needs coordinator to ensure that the child's needs are being met. Staff are dedicated in supporting children with achieving their best outcomes. Funding is spent directly on resources chosen to support the individual child's development.
- Children enjoy opportunities for outdoor play to develop their physical skills. However, staff do not always teach children successfully how to recognise and manage some risks to help them understand how their actions might affect their physical health.

Safeguarding

The arrangements for safeguarding are effective.

The provider implements effective recruitment procedures when employing new staff. All staff have completed safeguarding training and demonstrate a secure understanding of their responsibilities. Staff are aware of the signs and symptoms of abuse or neglect. They know what to do if they are concerned about a child's welfare or consider there to be an immediate risk of harm. Staff are aware of whistle-blowing procedures and what to do if they are concerned about the behaviour of a colleague. Staff support children's health and safety by carrying out risk assessments on the environment.

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 help children to recognise potential risks and gain a deeper understanding of the importance of safety measures.

Setting details

Unique reference number	EY492460
Local authority	Suffolk
Inspection number	10265097
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	59
Number of children on roll	51
Name of registered person	St Andrews Pre-School Limited
Registered person unique reference number	RP534828
Telephone number	01394 278326
Date of previous inspection	24 May 2017

Information about this early years setting

St Andrews Pre-School registered in 2015. The pre-school employs 11 members of childcare staff, eight of whom hold an appropriate early years qualification at level 3 or above. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.30am until 3.30pm. The pre-school is in receipt of funding for early years education, for children aged two, three and four years.

Information about this inspection

Inspector
Ali Mitchell

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 deputy manager, manager and inspector completed a learning walk of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a small group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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