

Inspection of Ilketshall St. Lawrence Pre-School

Ilketshall St. Lawrence Primary School, Hog Lane, Ilketshall St. Lawrence, Beccles
NR34 8ND

Inspection date: 28 February 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children say goodbye to their parents at the gate and are happy coming into the pre-school. They are secure and confident and know the routines well. They look for their peg to hang their coat and bag on and independently take off their shoes. Children enjoy the range of activities on offer and settle into the session well. They use their imagination to set up a rocket ship, with the chairs, that will go into space.

Children are happy and engaged playing outside. They run around and ride bicycles, enjoying this time in the fresh air and developing their physical skills. Children learn how to assess risk. With the support of staff, they learn to use their hands to support themselves as they cross the climbing frame. Staff explain it will help cross safely because their feet are wet and they may slip. Children are kind to one another and help each other when needed. When children want to sit down, others offer to go and get them chairs. Staff acknowledge and praise them for being kind and thoughtful. Children with special educational needs and/or disabilities (SEND) are well supported. Staff work well with parents to understand how to meet children's individual needs.

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

- The manager develops a curriculum that is clear and builds on what children currently know and can do. She places priority on developing their communication and language.
- Staff support children to regulate their emotions. They understand how important this is for children, especially before starting school. For instance, when children take resources from others, staff step in to help. They sensitively explain that it is fine to use the resources, but children should ask first. Staff also explain why it is important to share.
- Staff teach children through a mixture of adult-led and child-initiated activities. When children want to fill up a teapot, staff show them how to put the teapot down and use the watering can to fill it up. They explain how to hold the watering can and offer a helping hand when children start pouring.
- Parents are happy with the pre-school and are welcome to attend committee meetings to share their views. They have good relationships with the staff and feel their children are well supported. They receive daily feedback, online updates and written reports. Staff send home activities that children can do at home with their parents. This all helps to keep parents informed about what their children are learning and supports them to build on this.
- Staff feel well supported by the manager. They receive thorough inductions and regular supervisions to support them in their practice. They undertake training courses to enhance their knowledge and skills. The manager observes practice

and asks questions which encourage reflective practice. The committee oversee the running of the pre-school. However, a change in the committee has meant the manager has not been effectively monitored or supported in her role.

- All children make good progress. Staff are clear on what they want to teach children and why. When making coloured dough, staff explain the difference between teaspoons and tablespoons. They prompt children to see how the mixture changes when they are stirring it all together. Staff ask children if they know what is coming off the surface of hot water. Some children know it is steam and say that means it is hot. Staff help children see and understand risk by explaining it means only adults can touch it as it is hot. However, sometimes when staff ask questions, they do not allow children enough time to process the question and reply.
- Children learn about different countries and their celebrations. Staff teach children about the similarities and differences between people. Children look at the foods others eat, clothes they wear and festivals they celebrate. They use a world map to look at where different countries are.

Safeguarding

The arrangements for safeguarding are effective.

All staff know what to do if they have a concern about a child. They are confident about the possible signs and symptoms that may indicate a child is at risk of harm or abuse. Staff know how to record, monitor and report concerns should they arise. They understand their duty to report concerns or allegations about adults working with children. The pre-school has procedures in place should they need to lock down the setting to keep children safe. Staff assess risks well and carry out checks on a daily basis.

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 improve the quality of interactions they have with children, for example, by allowing children time to respond to questions
- ensure that the committee is fully aware of their responsibilities to effectively monitor and support the manager.

Setting details

Unique reference number	2624415
Local authority	Suffolk
Inspection number	10276059
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	16
Number of children on roll	24
Name of registered person	Ilketshall St Lawrence Pre-School CIO
Registered person unique reference number	2624414
Telephone number	07879196187
Date of previous inspection	Not applicable

Information about this early years setting

Ilketshall St. Lawrence Pre-School is run by a voluntary committee. There are four members of childcare staff. Of these, three hold an appropriate early years qualification at level 3. The pre-school opens from Monday to Friday, during school term time. Sessions are from 9am to 3pm. 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.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 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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