

Inspection of Claydon Pre-School

Recreation Ground, Thornhill Road, Claydon, IPSWICH IP6 0DZ

Inspection date: 13 March 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 have a lovely relationship with the staff. They are greeted at the door by friendly and caring staff, who welcome them into the pre-school. Children readily leave their parents and carers and go off to find their friends. Staff set out activities that children enjoy, and children choose what they want to do. They also select confidently from stored resources. Children are familiar with the consistent routines. They are given notice of when activities need to change and enthusiastically help to tidy away the resources that they have been using. Children behave well. They have a positive attitude to learning and develop the key skills needed to be ready for school.

Children readily lead their own play and learning. Staff are guided by what children want to do and chat with them as they play. Those children who learn best from being outdoors can do so. Staff provide for all areas of learning outdoors and build on children's interests. For example, when children are looking for pretend minibeasts in sand trays, a member of staff suggests that they go and find real insects. Children show a good interest in where insects may be 'hiding' and enthusiastically move around the garden, searching behind stored resources.

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

- Staff help children develop a positive sense of themselves. The key-person system is implemented well. Staff know about children's home lives and talk to them about their families. Children build secure and trusting relationships with staff, significantly enhancing their sense of belonging.
- Children benefit from the priority staff place on promoting their communication and language skills. Staff engage children in meaningful conversation. Children enjoy sitting in small groups with staff to listen to stories. They talk enthusiastically about the illustrations. Children readily recall familiar stories and predict what happens next.
- Staff have high expectations of children's behaviour. Children play well together and respond positively to the needs of others. For example, when playing on wheeled toys in the garden, children consider the needs of their friends and readily share and take turns. Staff praise and value children's good behaviour and individual efforts.
- Children make good progress overall. Leaders design a curriculum that is built around children's interests and meets their needs. Staff know the children well and fully engage in the children's play. They adapt activities, so that all children can participate at their own level. However, staff do not always implement activities well enough to provide children with sufficient challenge and build on what they already know and can do.
- Staff work hard to meet the individual needs of children with special educational

needs and/or disabilities. They ensure that additional funding is used to the benefit of the children for whom it is intended. All children are fully included in the routines and activities of the day. Despite this, some children become restless and quickly lose interest in routine, whole-group activities. Staff do not organise these well enough to support all children to listen and concentrate.

- Staff ensure that the premises are clean and fit for purpose. Children manage their own self-care relevant to their age and stage of development. They learn about the importance of good personal hygiene. Children confidently wash their hands before eating. Their rest and sleep needs are met well by staff.
- Parents appreciate the good levels of communication, both verbal 'at-the-door' discussions and online communications. Staff encourage parents to remain involved in their child's learning and continue to share what they know about their child. Parents describe staff as 'friendly and approachable'. They state that any concerns are managed with understanding and care.
- Staff have regular opportunities for supervision meetings with management. This helps to foster a culture of mutual support and tackles any incidences of underperformance. Staff's professional development is encouraged.
- The provider and senior staff have a clear vision for the continuous improvement of the pre-school. They have an action plan for development. This includes improving the undercover, outdoor area and supporting staff to implement activities to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

There are effective recruitment procedures to ensure that those working with children are suitable to do so. All staff have training in child protection, to ensure that they are aware of the signs and symptoms of abuse. They know how to report concerns in line with local safeguarding partnership procedures. All staff fully understand their responsibility to protect the welfare of children. They are aware of wider safeguarding issues, such as the 'Prevent' duty and county lines, to help them recognise and support vulnerable families who may be at risk of being drawn into extreme behaviours.

What does the setting need to do to improve?

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

- develop staff teaching skills to enable them to consistently provide the highest quality of teaching that builds on what children already know and can do
- review and improve the organisation of routine times, when all children are sitting together.

Setting details

Unique reference number	EY419077
Local authority	Suffolk
Inspection number	10282172
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	26
Number of children on roll	49
Name of registered person	Claydon Pre-School Committee
Registered person unique reference number	RP910533
Telephone number	01473 831648
Date of previous inspection	29 January 2019

Information about this early years setting

Claydon Pre-School registered in 2010. The pre-school employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday for 50 weeks of the year. It is closed on all bank holidays and two weeks at Christmas. Sessions are from 8am to 5.30pm. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqui Mason

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 room senior completed a tour of the setting with the inspector to explain how the early years provision and the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the room senior.
- The inspector held a meeting with the provider/manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- Children spoke to the inspector during the inspection.
- 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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