

# Inspection of Catey Pre- School

Catey Pre-School, Church Lane, Cockfield, BURY ST. EDMUNDS, Suffolk IP30 0LA

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Inspection date: 20 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children make firm friendships at this caring, nurturing pre-school. They arrive with big smiles and greet their friends with spontaneous hugs. They wave and say 'good morning' when they notice other children arrive. Children hold hands and dance around to music. They smile and tell each other, 'You are my friend'. Children settle quickly and show that they feel safe and secure. They explore the inviting learning opportunities with confidence and curiosity. Children use rolling pins and cutters to mould play dough into 'crumpets'. They poke their fingers into the dough and notice patterns forming. Children know where their favourite toys are kept. They delve into boxes to find the toy dinosaurs they like. They show them to their friends and explain which are the biggest and smallest.

Children show good attitudes to learning. They demonstrate determination as they work out how to fit facial features into toy 'heads'. They explore how to arrange mouths into happy and sad faces. Children become engrossed in filling syringes with water. They work cooperatively to fill containers, taking it in turns to squirt water onto guttering. They squeal with delight as they observe water collecting in trays. They reward each other with 'high fives'.

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

- Staff promote children's communication and language through regular song and story sessions. They retell 'We're going on a Bear Hunt' and introduce the words 'squelch' and 'sticky'. Children broaden their vocabulary as they play. For example, they play with toy dinosaurs and comment, 'The claws are sharp and dangerous'.
- Children's behaviour is good. They share toys and ask for things politely. For example, they notice children playing with watering cans and ask, 'Can I have that after you?' Children sit quietly on the carpet during good morning routines and group activities.
- Staff promote children's early mathematical skills. They seize every opportunity to reinforce counting, shape and colour recognition. For example, staff encourage children to count apple slices at snack times. Children use number names in their play. They recognise numerals on calculator displays and count construction bricks as they build towers.
- Children offer affection to staff throughout the day. They snuggle next to them to look at books and draw pictures. Staff treat all children with care and respect. They ask children for permission to change their nappies and take time to explain what they are going to do. Staff recognise when children may be feeling unwell and follow the medication policy to meet their immediate needs.
- Children with special educational needs and/or disabilities receive good levels of care. Staff use visual timetables and photographs to help children to learn new

words and understand what comes next. Staff work with parents and other professionals to complete referrals and put support in place.

- Children demonstrate a good level of independence. They pour their own drinks and serve themselves fruit at snack times. Children tidy away used bowls and cups when they have finished eating.
- Parents say their children are always given a 'warm welcome' by friendly staff. They say their children love attending and are making 'impressive' progress. They appreciate being kept fully informed of their children's learning and progress through online systems and detailed daily handovers.
- The new manager has worked hard to make positive changes to the pre-school since the last inspection. For example, she has introduced new daily routines and has re-organised the learning environment to allow children more space to play.
- The manager supports staff through regular supervision meetings. However, she has not sought further ways to help all staff develop a deep knowledge of teaching and learning that consistently supports children in purposeful play.
- Children experience an exciting and varied curriculum. However, staff do not always recognise when children are deeply engaged in what they are doing. Staff interrupt to introduce other activities and daily routines. As a result, children are not always able to sustain their concentration and finish activities to their own satisfaction.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their responsibilities to safeguard children. They demonstrate knowledge of the signs and symptoms that may indicate a child is at risk from harm. Staff know the correct referral process to follow if they have concerns about a child or the behaviour of an adult. They show an awareness of wider safeguarding concerns, such as the 'Prevent' duty. Staff attend regular first aid and safeguarding training to ensure their knowledge remains up to date with changes in legislation. Staff provide a safe and secure environment for children through regular checks and risk assessments.

## **What does the setting need to do to improve?**

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

- build on staff practice and seek further ways to help all staff to consistently support the play and learning experiences for children
- support staff to recognise when children are deeply engaged in their learning to allow them to sustain high levels of concentration.

## Setting details

<b>Unique reference number</b>	EY424032
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10261780
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Catey Pre-School
<b>Registered person unique reference number</b>	RP530475
<b>Telephone number</b>	01284 827274
<b>Date of previous inspection</b>	15 September 2022

## Information about this early years setting

Catey Pre-School registered in 2012 and is located in Bury St Edmunds, Suffolk. The pre-school employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and four at level 3. The pre-school opens Monday to Friday, from 7.50am to 4.30pm, during term time. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Helen Oakden

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken this into account in her evaluation of the provider.
- The manager and the inspector had a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector observed the interactions between staff and children.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.
- The manager and the inspector carried out a joint observation together.
- Staff and children spoke to the inspector at appropriate times throughout the inspection.
- The inspector spoke to parents during the inspection and took account of their opinions.
- 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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