

Inspection of Horringer Pre-School

The Childrens Centre, Meadow Drive, Horringer, Bury St Edmunds IP29 5SB

Inspection date: 19 September 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Some children struggle to separate from their main carer on entry to the setting. Staff manage this sensitively and build positive relationship with the children and parents. Children become familiar with the consistent routines. They know what happens next at any time during the session. Staff give children notice of when activities need to change. They value what children are doing and give them time to finish their activity. Overall, children develop a positive attitude to learning. They choose what they want to play with and readily lead their own play. Staff support children to help tidy away toys at the end of the session.

Staff help children learn to play harmoniously together. They show children how to use sand timers as a visual aid to taking turns with popular resources. Children understand that when the timer runs out it is someone else's turn. Staff support children's developing communication and language skills. They introduce vocabulary through stories and conversation. Children sometimes listen to stories and contribute their own ideas. Children play imaginatively, based on their own experiences. They style the hair of dolls and each other. Children pretend to use the stethoscope to listen to each other's hearts when playing at being doctors.

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

- The management team recognises that the setting has been through a period of unrest. This is now resolved, and the team are working hard to re-establish the highest quality care and learning experience for children. Staff work well together as part of a committed and motivated team.
- Staff benefit from an effective programme of supervision that manages their performance and supports their professional development. They have opportunities to share their skills and learn from their colleagues, to improve practice. However, documentation relating to staff is not readily accessible when needed. For example, at this inspection, the provider was not able to demonstrate the qualifications of all staff.
- Staff know the children well. They observe children as they play and evaluate their observations. This supports them to identify where children are in their learning and what they need to do to promote their continuing progress. Staff plan and provide a wide range of activities that support children's good progress across all areas of learning.
- Staff are busy and often distracted by routine activities and housekeeping. At these times, children do not receive the best quality of interaction from staff. In addition, staff do not always notice what children are doing and miss opportunities to extend their learning. This does not promote the highest quality of teaching or encourage children to remain engaged in activities of their own choosing.

- Children are given choice about what they want to do. For example, they vote whether they want to use musical instruments or build towers. When the activity is decided upon, staff give children further choice about whether they want to participate. Their decisions are respected. Children enjoy using the musical instruments and readily follow the instructions to play loudly, quietly, slowly, quickly and to stop.
- Children are helped to learn about the importance of good hygiene routines. They have regard for their own personal hygiene needs, relevant to their age and stage of development. Children are encouraged to be physically active in the garden that is well resourced for physical play.
- Children are looked after by caring staff, who offer reassurance for children who are unsettled. Some children are new to the setting and need support to manage their emotions. Children are offered cuddles and hugs. Each child has a named person to take responsibility for managing their care and learning. The key person builds friendly and trusting relationships with parents.
- Parents report effective partnerships with staff. They state that they are kept well informed about how well their children are learning and developing. Parents hold staff in high regard, describing them as 'caring and friendly'.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to report and manage concerns about children. They are confident about the process to follow to ensure that necessary action is taken in a timely manner. Staff understand how to support vulnerable families. This helps them to identify any children who may be at risk of harm from extreme behaviours and views. Staff are aware of their duty to prevent children being drawn into situations which put them at significant risk of harm. There is an identified procedure that staff would follow if they had a concern about a colleague.

What does the setting need to do to improve?

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

- strengthen staff teaching skills to help them recognise when children are not actively engaged in activities, so that they can refocus children's attention and concentration
- deploy staff more effectively, so that they are not distracted by routine and housekeeping activities
- organise written information about staff, so that it is readily accessible when needed.

Setting details

Unique reference number	EY537100
Local authority	Suffolk
Inspection number	10309325
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	20
Number of children on roll	33
Name of registered person	Horringer Pre-School CIO
Registered person unique reference number	RP537099
Telephone number	01284 735181
Date of previous inspection	18 October 2018

Information about this early years setting

Horringer Pre-School re-registered in 2016 following a change in legal entity. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 and above. The setting opens from Monday to Friday during school term time. Sessions operate from 8.45am to 3.30pm. The setting provides funded 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 and has taken that into account in their evaluation of the provider.
- The acting manager talked to the inspector about how 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 acting manager.
- The inspector held a meeting with the provider 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.
- A small number of parents shared their views of the setting with the inspector. The inspector took account of their views.

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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