

# Inspection of Somerleyton Pre School

The Village Hall, The Street, Somerleyton, Suffolk NR32 5QB

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Inspection date: 2 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Staff welcome children by name as they arrive at the setting. Some children are quick to leave their parents, and those who return for one last hug and goodbye soon join their friends with eagerness. This means that children feel safe and secure as they begin their day. Children are greeted by a wealth of resources inside the setting that cover all areas of learning. Staff provide resources with purpose that are linked to individual children's developmental needs. This means that staff know children well and recognise their uniqueness. Children are happy and confidently chat to the staff.

Staff provide a calm learning environment and offer children choices about what they would like to do. This allows children to make their own decisions, holds their engagement and strengthens learning. Staff create high-quality learning opportunities and joy through dancing and singing. This ignites children's love of music and movement, boosts concentration and makes children smile. Outside, children have opportunities to extend their physical development. They climb on a wooden pirate ship. They dig a road in the mud and are told by their friends, 'Go round the cone,' as they ride on trikes and bikes. This fuels children's imagination as they bring real-life experiences into their play.

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

- Staff use questions to extend children's communication and language. They repeat words back to children correctly and extend sentences when they can. This increases children's awareness of pronunciation and increases vocabulary.
- Children enjoy hearing stories. They sit entertained and enthralled as staff immerse them in interactive storytelling. This promotes a love of books and motivates early reading.
- Staff provide opportunities for children to develop their mathematical thinking skills. For example, children scoop flour onto balancing scales with meaning and purpose to make them balance.
- Staff provide activities that all children can complete, such as making bird feeders out of cereal and pipe cleaners. This ensures that learning is embedded and supports children's self-esteem as they encounter achievement.
- Staff support children to process their own experiences through role play. This helps children to build resilience for the challenges they face.
- The writing area provides free choice and access to a variety of resources. Paper, pencils and wipe boards provide opportunities for older children to use tools for mark making. Sand trays allow younger children to enjoy mark making with their fingers. Staff thoughtfully extend children's learning, and this supports a structured progression through the stages of early writing.
- The manager ensures that risk assessments are implemented effectively while

suitability checks are completed for those who are connected to the registration of the pre-school and for staff who have contact with children. This helps to ensure that children are safe.

- Children play well together in friendship groups. They hold conversations and eagerly tell each other, 'Snack's ready.'
- Children's behaviour is good. Staff support children to develop their independence. Children pour their own drinks and choose from a selection of healthy foods at snack time. However, staff have not considered how to support children to build on this, for example cutting and chopping up their own fruit.
- Parents praise the pre-school for its calm environment and old-fashioned feel. Staff keep them updated about what their children are learning through the use of social media and face-to-face contact. Parents express that their children make good progress at the setting and that children bring play inspired by the setting home with them.
- Staff reflect on the environment to ensure that the needs of all children are met. A calm corner with a den supports children who may need a quieter space. This promotes positive behaviour and supports children's well-being.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- support children to develop the skills and confidence needed for cutting and chopping their own foods at snack time.

## Setting details

<b>Unique reference number</b>	251633
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10316825
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	22
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Somerleyton Pre School Committee
<b>Registered person unique reference number</b>	RP523428
<b>Telephone number</b>	07837903344
<b>Date of previous inspection</b>	11 May 2018

## Information about this early years setting

Somerleyton Pre School registered in 1980. The pre-school operates Tuesdays, Wednesdays and Fridays from 9.15am to 12.15pm and Thursdays from 9.15am to 3.15pm, term time only. There are five members of staff. The manager holds a qualification at level 3. Two members of staff hold qualifications at level 3. One member of staff holds a qualification at level 2, and one member of staff is unqualified. The pre-school provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Vanessa Hancock-Sharman

## 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 provider and the inspector completed a learning walk together and discussed what the provider wants children to learn at the setting.
- The inspector talked to parents and discussed their experiences at the setting, taking these into account.
- The inspector spoke to children during their play.
- The inspector observed the quality of interactions between staff and children, and assessed the impact of these on children's learning and development.
- The inspector looked at relevant documentation, including the manager's food hygiene certificate, staff qualifications, Disclosure and Barring Service records, records of children's attendance and the provider's safeguarding policy.

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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