

Inspection of All Saints Under Fives Pre-School

All Saints Primary School, Vicarage Road, NEWMARKET, Suffolk CB8 8JE

Inspection date: 16 February 2024

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

Staff take great pride in the pre-school and work hard to provide a nurturing environment for all children. Children thrive in their care and show a sense of belonging and confidence in their surroundings. Staff are very good role models and genuinely enjoy spending their day with the children. Staff teach children the daily routines and children quickly follow their lead to accomplish tasks. For example, children organise themselves and negotiate how best to work together to carry a tub of bricks at tidy-up time. Staff make learning fun during circle times as children begin to develop their understanding of sharing and taking turns. Children concentrate well and wait until it is time for them to roll the ball to a friend.

Generally, children behave well and are kind to one another. When further support is needed, staff intervene sensitively and gently so that children know what is expected of them. Staff make a priority of promoting children's independence in readiness for their move to school. Staff give children plenty of opportunities to make choices and do everything they can to teach children about healthy eating and good dental care. Children remember what they have been taught and generally have great fun at pre-school.

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

- The leadership team is strong and exceptionally supportive of staff at the pre-school. Leaders work effectively to ensure that children and families are offered a good quality of childcare. Staff take a great pride in their work and say they thoroughly enjoy working at the pre-school. They are encouraged to further their training and have lots of help in improving their practice.
- Staff have a well-designed curriculum in place that supports children's development effectively. They know children exceptionally well and ensure that children's interests and fascinations are reflected in the activities and resources on offer. For example, staff provide lots of tools, pretend cement and bricks for children to copy building projects they have observed at home. Children are continually engaged in their exciting activities and demonstrate that they are developing positive attitudes to learning.
- Staff are well deployed in the pre-school and ensure that their time is spent supporting children as they play. They have a secure understanding of child development and know how to plan for children's next steps in learning. However, occasionally, these plans are not always implemented or sufficiently focused to enable children to make the very best progress.
- Children enjoy creating things and playing with sand and water. They have opportunities to use tools, such as scissors, where they learn to snip paper or even herbs. Children use their imaginations as they play in the home corners where resources, such as pots and pans, are the same as those found at home.

Staff know that children like to continue their learning outside and so lots of activities are additionally available in the garden.

- Parents and carers offer the highest praise for the staff team and the work staff do. They feel welcome in the pre-school and say their children are very happy. Parents and carers confirm that they are well informed about children's activities and know how staff keep their children safe. Staff value parents as partners and consult with them regularly about how best to improve their service. Comments are celebrated by staff and action is taken to swiftly act on family's suggestions.
- Staff recognise the importance of children being able to communicate well. They model speech effectively and take the time needed to encourage children to share their ideas and thoughts as they play. Children who speak English as an additional language are well supported by staff who have undertaken additional training. Staff share their enthusiasm and knowledge with colleagues, and this has a positive impact on the children in question. Due to the skills of staff, all children quickly learn to speak confidently with their friends and communicate their needs and preferences.

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:

- review and strengthen the planning and implementation of children's next steps in learning to help them make the best progress possible.

Setting details

Unique reference number	EY497517
Local authority	Suffolk
Inspection number	10316849
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	26
Name of registered person	All Saints Under Fives Preschool CIO
Registered person unique reference number	RP535121
Telephone number	01638 561617
Date of previous inspection	22 May 2018

Information about this early years setting

All Saints Under Fives Pre-School re-registered in 2016. The pre-school employs six members of staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday between 8.30am and 3.30pm during school term time. The pre-school provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqueline Baker

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 that into account in her evaluation of the provider.
- The manager talked to the inspector about how the provision is organised to meet children's needs and promote their enjoyment.
- The inspector observed the quality of interactions during activities, indoors and outdoors, and assessed the impact of these.
- The manager joined the inspector to observe and discuss activities and staff practice.
- The inspector spoke to parents, carers, staff and children on the day of the inspection and took their views into account.
- Discussions were held with staff about their understanding of their roles and safeguarding.
- The inspector held meetings with the manager and two trustees.
- The inspector looked at relevant documentation and evidence of the suitability of staff.

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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