

Inspection of Easton Pre-School Group

Easton Farm Park, Pound Corner, Easton, Woodbridge IP13 0EQ

Inspection date: 4 October 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children thrive in this extremely supportive home-from-home nursery. The nurturing leaders and staff provide bespoke settling-in processes, that promote children's well-being, and champion their individualities from the start. Regular, performing arts sessions, build children's self-esteem and confidence. Children feel a sense of belonging and swiftly become highly motivated learners. This is because staff are extremely sensitive in their interactions, and they provide activities that are familiar to them and match their interests. Children demonstrate high levels of respect for others and play cooperatively with their peers. These behaviours are elevated by the staff who consistently speak calmly and respectfully.

Children have access to amazing outdoor facilities. They benefit hugely from learning experiences in nature, with daily visits to the on-site farm, where they learn how to care for the animals and develop empathy for living things. Children are inquisitive, as they enthusiastically hunt for ants in the tree bark and count the ducks on the pond. Staff provide meaningful teaching to help children risk access environments themselves. When children point to mushrooms growing in the ground, staff gently remind them not to touch wild mushrooms as they could make them poorly. Children learn to explore them safely, when staff put them in a secure magnifying container.

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

- Overall, teaching is very good. Skilful staff use spontaneous opportunities to interact and extend children's learning and thinking skills. For example, when children find interesting leaves, staff encourage them to discover what tree they come from. Through discussions and excellent visual props introduced by staff, children correctly identify the leaves have fallen from a cherry tree. Staff maximise children's learning by encouraging them to look at differences and similarities between leaves, to identify the species.
- Children consistently use new vocabulary and staff prompt discussions that enables them to communicate effectively. Children speak with confidence, using a range of descriptive words, such as 'enormous', when describing sticks they have collected. Leaders and staff work closely with parents and outside agencies, such as speech and language professionals. This ensures children who have delays in their speech, are achieving their best outcomes. Singing daily rhymes help children pronounce initial letter sounds, which further supports their speech development.
- Children follow good hygiene routines before mealtimes and staff help them understand why this is important to their health. Children are becoming increasingly independent in their self-care needs and frequently show perseverance. For instance, when dressing to go outdoors, they only ask staff for

help when they have attempted to do things themselves first.

- Staff carry out regular and effective assessments, to understand children's development and how to support their next steps in learning. On occasion, staff do not consistently consider making use of available resources to further support children's awareness and recognition of numbers or counting.
- Leaders continually reflect on their leadership practice and show the willingness to consistently improve. Leaders have a good overview of the nursery and offer effective supervision, ensuring staff have regular opportunities for training to enhance their practice. Staff report excellent well-being and express how they feel valued and supported to do a good job. Staff work well together and there is a strong team spirit.
- Parents say their children enjoy attending and they praise the caring and dedicated staff. Staff regularly share children's progress with parents and next steps they can review at home. Communication is reciprocal and staff make great use of information provided by parents, to plan activities that continually meet children's individual needs.
- Mealtimes are sociable occasions where children enjoy eating their healthy snacks. Staff make the most of the opportunity to interact with children who delight in talking about their day. Children build confidence and independence as they learn to recognise their names on their cups and practise pouring their own drinks.

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:

- focus more closely on promoting children's developing awareness of numbers and counting.

Setting details

Unique reference number	EY542173
Local authority	Suffolk
Inspection number	10364129
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 3
Total number of places	26
Number of children on roll	13
Name of registered person	Easton Pre-School Group Committee
Registered person unique reference number	RP904622
Telephone number	01728 746935
Date of previous inspection	25 January 2019

Information about this early years setting

Easton Pre-School Group registered in 2016. The nursery employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. One member of staff has qualified teacher status. The nursery opens Monday to Friday, from 8.30am to 4pm during school term time. The nursery offers funding for all eligible children.

Information about this inspection

Inspector

Louisa Taylor

Inspection activities

- The manager and the inspector completed a tour of the nursery, both indoors and outdoors to understand how the early years provision and curriculum are organised. Additionally, the manager showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact that this had on children's learning.
- The inspector carried out a joint observation of group activities with the manager and also discussed self-evaluation.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- Children communicated with the inspector during the inspection. The inspector spoke with parents and carers during the inspection and took account of their views.
- The inspector held a meeting with the manager and also discussed self-evaluation. The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the nursery and a selection of other records.

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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