

# Inspection of Woolpit ARC

Woolpit Childcare Centre Ltd, Woolpit CP School Heath Road, Woolpit Bury, St Edmunds Suffolk IP30 9RU

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Inspection date: 21 January 2025

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### **The provision requires improvement**

The quality of education children receive is not consistently good. At times, teaching is of good quality, for example, when staff deliver singing sessions and story times, children enthusiastically join in. However, the way that staff are deployed means that children are sometimes left unsupported. Consequently, children lose focus on engaging in learning. There are not have enough opportunities for meaningful interactions with staff to help children to have strong foundations in some aspects of their learning. For example, staff carry out routine tasks while children eat their snacks or at the end of lunchtime, and there is a lack of focus on directly supporting and engaging with the children. Older children get up and down from their seats, sometimes while continuing to eat their food. Staff do notice and encourage children to return to their seats.

Children generally enjoy their time at the setting. When staff are alongside children during their free play, they talk to children about what they are doing. Staff notice and offer guidance when children need help during moments when children have minor disagreements about sharing. However, staff do not routinely help children to develop their knowledge. For example, they do not always provide new information or find ways to challenge children's thinking and problem-solving abilities. Consequently, children's enthusiasm and desire to learn is not always strong. Some children create games together and join each other in cooperative play, such as playing 'hide and seek' with resources, which they enjoy.

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

- The newly appointed leadership and management team are working to make improvements to the provision. They have identified and successfully addressed several significant weaknesses. This has improved children's safety.
- The provider has taken action to remedy significant premises issues over the last year. The management team has also taken action to address gaps in their recruitment procedures and records. Where staff's suitability checks are not yet fully completed leaders ensure that they are not left alone with children, until their suitability has been established.
- There have been delays in providing information to Ofsted about people who make up the committee, but there is a minimal impact on the safety of children because they do not have access to sensitive information about children or unsupervised contact with them.
- Overall, the curriculum is balanced and provides children some opportunities to learn across all areas of learning. For example, children experiment with making marks using arts and crafts resources, and play on balance and wheeled toys in the garden. They design and build from a selection of building blocks. Leaders and managers have identified the need to strengthen practice, and are

developing the breadth and depth of the curriculum. However, this is not consistently well delivered because staffing arrangements mean staff do not dedicate enough time and attention to supporting children during their play.

- Leaders and staff are working to achieve consistency in practice. This has included a focus on ensuring that staff help children to learn the rules and expectations of the setting. For example, they teach children to behave kindly and considerately towards others. This work by staff is ongoing, as there are times where children show that they are still learning and understanding the revised boundaries and expectations.
- Generally, there are appropriate procedures in place to help children be healthy, such as food hygiene procedures, cleaning routines and effective handwashing routines, for both children and adults. However, staff do not follow the setting's health and hygiene procedures closely. For example, they do not always clean the mat used to change children's nappies on, between uses, despite this being part of the setting's intended procedures. This presents some risks of cross-contamination.
- Some parents find that they are not well-informed about what staff are working to help children learn. At times, the information that staff provide about children's day lacks sufficient detail for parents to fully understand their care and learning. However, where there are any concerns about a child's development staff ensure that they work closely with parents to plan for children's needs and to seek help from other professionals, where needed. This supports those children with special educational needs and/or disabilities.
- Overall, children settle well with staff who know them and appreciate their individual personalities. They build bonds with the kind, calm and caring staff and show that they enjoy their interactions with them.

## 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 meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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ensure that Ofsted are provided with information promptly to allow suitability checks on those making up the registered body to be made, and put in place a clear procedure for monitoring that the process is successfully completed by those applying	21/04/2025
improve staffing arrangements to ensure that all children get the support they need to make consistently good progress	21/04/2025
ensure that staff follow the setting's health and hygiene policies and procedures effectively	21/04/2025
help staff to understand how to provide children with consistently high-quality interactions that support children to develop their knowledge and skills.	21/04/2025

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

- share more information with parents about their children's progress to help them to understand how they can support their children's learning and development at home
- monitor staff practice and evaluate areas where further improvements can be made.

## Setting details

<b>Unique reference number</b>	EY359649
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10379486
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Woolpit Childcare Centre Limited
<b>Registered person unique reference number</b>	RP527194
<b>Telephone number</b>	0777 278 7842
<b>Date of previous inspection</b>	27 September 2019

## Information about this early years setting

Woolpit ARC registered in 2007. The setting employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The setting opens Monday to Friday, all year round, from 8am to 4.15pm. Pre-school sessions are from 9am until 3pm. The setting offers before- and after-school care and holiday clubs for children aged up to 11 years. It provides funded early education for all eligible children.

## Information about this inspection

### Inspector

Kate Hipperson

## Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The manager and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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