

# Inspection of Stowupland Pre-School

Church Road, Stowupland, Suffolk IP14 4BQ

---

Inspection date: 27 January 2025

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### **The provision is good**

Children happily enter this inviting and inclusive pre-school that they thrive in. Children are very well behaved and frequently play cooperatively with their peers. Staff are nurturing and always respond attentively to children's individual needs. This means children build secure and trusting attachments to them. Staff also offer bespoke settling-in processes that promote children's well-being from the start. Children love the freedom to choose whether they play indoors or outdoors. Children benefit from outings in the local community, such as woodland walks or visiting the grocers to buy fruit for their snack. When staff read to children, this enhances their vocabulary and imagination as they predict what may happen next.

The management team and staff implement an ambitious curriculum through inspiring activities and high-quality resources. Children enjoy growing herbs and using them to add a natural scent to their play dough. Natural resources deepen children's curiosity, concentration and enjoyment. Staff gently use hand-over-hand guidance to help younger children safely master their cutting skills with scissors. Children show pride in their achievements and proudly say, 'Look', to show staff they are using scissors correctly. Staff's patience, meaningful interactions and praise mean children are successfully building positive self-esteem and consistently building on what they already know and can do.

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

- Staff consistently demonstrate their in-depth knowledge of how children learn. They consider children's interests in planning activities and encourage them to learn safely through trial and error. Children have opportunities to revisit prior learning experiences, which helps consolidate and secure their knowledge and understanding of subjects being taught.
- The key-person system is effective, and staff know their children well. They regularly assess children's overall development. Any gaps in learning are identified swiftly, and the right support is provided. The management team works closely with local schools to help children progress to school seamlessly.
- The management team and staff are committed to the continual improvement of the pre-school and undertake training to enhance this. A revamp of the garden hugely benefits those children who prefer to learn outdoors. Children merrily make marks with sticks in the sand and mud, which helps build the foundation skills for writing. Children are learning to assess the risk for themselves when staff remind children to go down the slide in turn.
- Children benefit from focus group activities where they play games specifically designed to help them build on their vocabulary and communication skills. Sometimes, during children's play, staff introduce new words but do not fully consider children's understanding of these to enable children to start using these

words in meaningful contexts.

- Children show they are learning the importance of healthy eating habits during sociable mealtimes. As children independently unpack their lunch, they choose to eat the highly nutritious foods first, such as fruit, without any prompts from staff.
- Children understand what is expected of them as staff carry through daily routines, such as tidy-up time. Older children are good role models for their younger peers when helping them to put toys away in the correct place. Children are accepting of their younger peers who want to join their play. Children confidently use strategies, such as sand timers, which highlights that staff teach children appropriate ways to begin solving any conflicts for themselves.
- Good modelling from staff enhances children's capabilities to develop the skills required to carry out self-care routines to the end. Staff provide meaningful praise when children hang their coats themselves and wash their hands for snack, which encourages these behaviours to be repeated. Once they have finished eating, children wash their plates and cups in the sink before returning to play. This indicates children's respect for others and shows a sense of belonging and pride in their pre-school.
- Parents appreciate the regular communication and assessments they receive of their children's progress. Staff work collaboratively with parents and outside professionals, such as speech and language therapists. This ensures all children, including those with special educational needs and/or disabilities (SEND), are continually achieving and making good progress.

## **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:**

- help staff build on the already good teaching and support children's speech and language development to an even higher level.

## Setting details

<b>Unique reference number</b>	EY544094
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10368180
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Stowupland Pre-School And The Mighty Oaks
<b>Registered person unique reference number</b>	RP544093
<b>Telephone number</b>	01449678550
<b>Date of previous inspection</b>	12 March 2019

## Information about this early years setting

Stowupland Pre-School registered in 2017. It employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The pre-school opens Monday to Friday, term time only, from 8.30am until 4pm. It provides government funded early years education for all eligible children.

## Information about this inspection

### Inspector

Louisa Taylor

## Inspection activities

- The manager and the inspector completed a tour of the pre-school, both indoors and outdoors, to understand how the early years provision and curriculum are organised. The manager showed the inspector the premises and discussed how they ensure they are 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 SEND.
- Children communicated with the inspector during the inspection. The inspector spoke with parents and carers during the inspection and also took account of their views.
- The inspector held a meeting with the management team and also discussed self-evaluation. The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the pre-school 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025