

Mendlesham Pre-school

Small Hall, Community Centre, Old Station Road, Mendlesham, Stowmarket, Suffolk,
IP14 5RT



Inspection date

8 June 2016

Previous inspection date

16 June 2015

| | This inspection: | Good | 2 |
|---|-------------------------|----------------------|----------|
| The quality and standards of the early years provision | | | |
| | Previous inspection: | Requires Improvement | 3 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The management team has taken positive action to swiftly address the actions raised at the last inspection and to improve policy and practice. They effectively evaluate the provision and identify aspects that they wish to develop further, demonstrating a strong commitment to ongoing improvement.
- Staff work hard each day to set up the pre-school rooms and outdoor space so that children enjoy free access to a wide range of good quality toys and resources. Precise observations, assessments and planning for individual children contribute to them continuing to progress well in their learning and development.
- Staff are caring and develop good relationships with the children. They promote children's emotional well-being successfully and help them to be confident learners.
- Staff skilfully support children who have special educational needs. They track and monitor children's learning effectively and work closely with parents so that targeted support can be obtained through specialist services or funded support. Parents speak very positively about the care and education their children receive.
- Children are supported well for their move on to school. They become familiar with the school environment through well-planned visits. The manager has good links with teachers and shares useful information about children's achievements and needs.

It is not yet outstanding because:

- The manager's supervision of staff is not yet highly effective in supporting staff to achieve the highest level of teaching practice.
- Not all staff are astute at recognising when quieter children are not actively contributing to some group activities.

What the setting needs to do to improve further

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

- make the most of staff supervisions to identify good practice and make suggestions for improvement to enhance the quality of teaching skills throughout the team even further
- focus more closely on encouraging quieter children to participate more actively in group activities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the management team. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector sampled a range of documentation, including the learning and development records of children, the pre-school's policies and procedures and risk assessments.
- The inspector took account of parents' views expressed through written testimonials and comments gathered through the pre-school's own survey, and spoke to a small selection of parents during the inspection.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff, including those with lead responsibility, attend regular training and have a good awareness of how to keep children safe and ensure their welfare. Management has improved their knowledge of their roles and responsibilities and implemented policies effectively to support good practice. They diligently follow good employment procedures and check the suitability of staff. Effective staff deployment ensures children are well supervised at all times. Children's progress is closely monitored. This helps to ensure that all children attending experience a wide range of learning opportunities, preparing them well for school.

Quality of teaching, learning and assessment is good

Staff know the children very well. They gather detailed information from parents about children's capabilities and interests when they first start and use this to plan appropriate activities to support their individual needs. Staff build good relationships with parents. They regularly share information with them about their children's learning and progress. Parents value the guidance they get to support children's learning at home. Staff are skilful at following the children's lead. They join in play, ask questions, demonstrate and encourage children. This helps extend their learning and makes it fun and interesting. Children demonstrate high levels of independence as they confidently move around the setting choosing what they would like to do. Staff effectively promote children's communication and language skills, modelling new words and encouraging children to share their ideas. Children have regular opportunities for counting and exploring number. They practise early writing skills as they eagerly draw on boards or with chalk, giving meaning to their marks. Children become familiar with different forms of technology as they operate toys and play on the computer.

Personal development, behaviour and welfare are good

Children enjoy their time in the pre-school and develop a positive attitude to learning. They are confident to approach staff for help and reassurance or ask for items that they want. Staff use praise and encouragement to reward children for their efforts. They offer them appropriate guidelines relevant to their age and stage of development. This helps children to understand what behaviour is acceptable, including being kind and sharing with their friends. Children are beginning to learn the importance of a healthy lifestyle. They are offered healthy snacks, and parents have the option of purchasing a school meal or providing a packed lunch. Mealtimes are social occasions in the school dining hall, so children become familiar with the environment. Children's physical development is promoted well as they balance, climb and use wheeled toys.

Outcomes for children are good

All children, including those in receipt of additional funding, make good progress from their starting points. Staff help children develop the essential skills they require, in readiness for school. Children are eager to participate in activities, listen well and follow simple instructions. They demonstrate good self-care skills, enjoy playing with friends and are confident communicators.

Setting details

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| Unique reference number | 508616 |
| Local authority | Suffolk |
| Inspection number | 1018279 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 5 |
| Total number of places | 26 |
| Number of children on roll | 35 |
| Name of registered person | Mendlesham Pre-School Committee |
| Registered person unique reference number | RP523986 |
| Date of previous inspection | 16 June 2015 |
| Telephone number | 01449 766041 |

Mendlesham Pre-school opened in the 1970s and is managed by a voluntary committee. The pre-school employs four members of staff who work directly with the children, two of whom hold appropriate early years qualifications at level 3 or above. The pre-school sessions are from 8.45am to 11.30am and from 12.45pm to 3.15pm, Monday to Friday. A lunch club operates from 11.30am to 12.45pm. The pre-school is open during term time only. It provides funded early education for two-, three- and four-year-old children.

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