

Debenham Roundabout Pre-School



Sir Robert Hitchams Primary School, School Corner, Debenham, Stowmarket,
Suffolk, IP14 6PL

Inspection date	24 June 2015
Previous inspection date	15 June 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The quality of teaching is exceptional. Practitioners' expert knowledge of how children learn, enables them to provide highly exciting, stimulating and purposeful learning opportunities. Key persons plan activities based on individual children's next steps in learning. As a result, activities are superbly well matched to children's interests and capabilities.
- Children are extremely confident, who take pleasure in guiding their own learning. Their confidence is expertly promoted, by key persons spending valuable time developing their knowledge about children's individual needs.
- Practitioners work exceptionally well with parents and other professionals to support children with special educational needs and/or disabilities. Practitioners' timely and well-considered interventions, ensure that any gaps in children's learning are swiftly closed. As a result, all children make excellent progress in their learning.
- Management is extremely innovative. Practitioners and management are highly qualified. Excellent use is made of a wide range of training to enhance their knowledge. New ideas and practices developed through training are effectively implemented within the pre-school.
- Children are proficiently protected from harm, as practitioners demonstrate exceptional knowledge of their responsibilities, with regards to safeguarding children. Extremely high priority is given to ensuring practitioners and managers receive regular and effective safeguarding training.

What the setting needs to do to improve further

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

- enhance the excellent methods of involving parents in their children's learning, for example, by making children's development records and information about their progress more readily available.

Inspection activities

- The inspector observed activities in the pre-school building and garden.
- The inspector held discussions with the current manager and the new manager, who will take up this position in September when the current manager leaves. She also spoke to practitioners, the chairperson of the committee and children at appropriate times during the inspection.
- The inspector looked at records which included children's details, information about practitioners, accident and medication records, written policies and a selection of other relevant documentation.
- The inspector saw evidence of the procedures used to check the suitability of all practitioners.
- The inspector held a joint observation with the new manager, to review the quality of teaching.
- The inspector took account of the views of the parents spoken to during the inspection.

Inspector

Lynn Hughes

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Children are extremely excited, motivated and keen learners. They excel in their learning, as practitioners expertly deliver an exciting range of fun, purposeful and challenging activities. Children have fun using the pre-school's laptop computer. They proficiently manoeuvre through the software, developing superb information and technology skills. Children enjoy exploring in the exciting garden. Children's literacy skills are expertly promoted, by practitioners providing an extensive range of materials and supporting children to use them. For example, many children form recognisable letters and write their own names. The skills children develop during their pre-school life, prepare them extremely well for their next stages of learning, such as starting school.

The contribution of the early years provision to the well-being of children is outstanding

Parents play an active role in settling their children in to pre-school. As a result, children's first experiences of pre-school life are positive and well planned for. Excellent communication between key persons and parents provides superb opportunities for information sharing. Consequently, key persons remain well informed of any changes in children's lives and help to support children through these. Children behave extremely well and understand the routines used within the pre-school. For example, they proficiently help to tidy away the resources mid morning, in preparation for snack and group activities. Children enthusiastically participate in activities, which promote their physical well-being, and encourage them to learn about keeping safe and healthy. For example, they help to assess risks in areas of woodland used for outdoor, natural activities. They proficiently follow good hygiene practices.

The effectiveness of the leadership and management of the early years provision is outstanding

The pre-school is run by an effective and proactive voluntary committee, which supports the managers and team. Practitioners are highly skilled and understand how to plan for and assess children's learning to an expert standard. The manager's robust systems for monitoring planning and assessment means that she maintains a precise and accurate overall picture of all children's progress. Managers and practitioners are extremely reflective and evaluate all aspects of their work daily. As a result, they successfully drive improvement to maintain outstanding and exemplary practice at all times. Managers support the team of practitioners through their thorough programme of professional development. Partnerships with parents and others are extremely strong. The new manager has plans to develop these partnerships further to ensure that all parents are as involved in their children's learning as they want to be. For example, at present, parents are able to view their children's development records, but they are stored in a cupboard, therefore, not many do. The manager is considering ways of displaying these, so that they are more readily available.

Setting details

Unique reference number	EY362395
Local authority	Suffolk
Inspection number	849638
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	23
Number of children on roll	56
Name of provider	Debenham Roundabout Pre School Committee
Date of previous inspection	15 June 2012
Telephone number	01728 861769

Debenham Roundabout Pre-school opened in 1987 and registered at its current premises in 2007. The pre-school employs six members of childcare staff. All practitioners hold appropriate early years qualifications at level 2 and above, including the manager who holds Early Years Professional status. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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