

Yaxley and Mellis Pre-School



Mellis C E V Cp School, Yaxley Road, Mellis, EYE, Suffolk, IP23 8DP

Inspection date	15 January 2016
Previous inspection date	2 October 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Children are enthusiastic and motivated as they play and explore in the highly stimulating outdoor environment. Staff supervise children well. Children develop good imagination skills as they work together and use real tools to build a 'house'.
- Staff form successful partnerships with parents and others. They effectively engage with parents to support children's learning in the pre-school and at home. Staff communicate regularly with other settings that children attend. This helps to ensure that everyone is knowledgeable about how to support children's ongoing progress.
- Children are happy and enjoy their time at the pre-school. Staff provide a warm and welcoming environment that is well resourced. Staff support children to settle well. Children make friends, build relationships and learn how to share and take turns.
- Staff support disabled children and those with special educational needs well. They work closely with other professionals to put consistent approaches in place. This supports children to make good progress in their learning.
- The management committee and staff strive to maintain a high-quality provision for children. They monitor and evaluate the setting, identifying strengths and areas for development. They seek the views of parents through questionnaires.

It is not yet outstanding because:

- New systems for monitoring staff's performance are not yet fully embedded to ensure high-quality supervisions.
- On occasions, children's individual learning needs and styles are not consistently promoted to help them progress towards excellence.

What the setting needs to do to improve further

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

- extend the performance management and monitoring systems further to continue to strengthen and improve on good practice to raise the quality of teaching to the highest level
- ensure that the environment consistently reflects all children's individual learning needs and styles.

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.
- The inspector completed a joint observation with the team leader.
- The inspector held a meeting with the team leader and manager. She looked at relevant documentation, such as the pre-school's self-evaluation, records of children's learning and development and a selection of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their role in protecting children from harm. They are aware of what to do should they have any concerns about children's welfare. Rigorous recruitment and induction procedures ensure that all staff are suitable for their role. Staff have a thorough set of policies and procedures to support their good practice. These are regularly updated and shared with parents. Leaders and managers have introduced new systems for monitoring staff's performance to help to ensure consistently good quality teaching. These feed into staff supervision meetings and help them to reflect on their practice. Leaders and managers value and support staff to continue their professional development and improve their skills and knowledge. Staff use their new knowledge to enhance their practice further, improving outcomes for children.

Quality of teaching, learning and assessment is good

Staff provide children with a balanced range of activities to promote all areas of learning both indoors and outside. Staff get to know children well through regular observations and accurate assessments of what they can do. They then effectively use this information to plan activities that are tailored to children's individual interests. This contributes to the good progress children make. Children enjoy exploring how things feel as they experiment with cornflour and water. Staff get down on children's level as they play alongside each other, sharing ideas and exploring. Children enjoy taking part in adult-led activities. For example, every fortnight, children take part in small-group cooking activities. Children are strongly motivated by staff who are encouraging and supportive. Staff are skilled at asking effective questions to challenge and develop children's thinking. They take every opportunity to reinforce basic mathematical skills as children measure out the ingredients.

Personal development, behaviour and welfare are good

Staff are good role models and manage children's behaviour effectively. They are calm and praise the children appropriately throughout the session. Staff help children to play harmoniously together. They readily go to staff for support. Consistent boundaries are in place to help children know what is expected of them. Children are familiar with the daily routines which help to support their emotional well-being. They learn to be independent and responsible. For example, they join in tidying toys away and select their own cup and bowl at snack time. Children follow good hygiene routines and enjoy sociable snack times and mealtimes. Staff offer children a broad range of healthy options at snack times, encouraging them to make positive food choices. Staff work closely with the host primary school to ensure that the move to school is seamless for both children and their parents. Children have good opportunities to become familiar with the school staff and environment. They attend events at the school, such as class assemblies and sports day.

Outcomes for children are good

Children develop key skills in readiness for when they start school. They have plentiful opportunities to develop their early writing skills and learn to listen and respond to instructions. Children enjoy group story sessions and looking at books independently. All children make good progress in their learning given their starting points and capabilities.

Setting details

Unique reference number	EY393732
Local authority	Suffolk
Inspection number	849864
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 - 4
Total number of places	26
Number of children on roll	43
Name of provider	Yaxley and Mellis Pre-School
Date of previous inspection	2 October 2009
Telephone number	01379 788458

Yaxley and Mellis Pre-School was registered in 2009. The setting employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday, term time. Sessions are from 9am until 11.30am and 12.30pm until 3pm. A lunch club runs from 11.30am until 12.30pm. The setting provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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