

Southgate Pre School

Hardwick Childrens Centre, Steward Road, BURY ST. EDMUNDS, Suffolk, IP33 2PW



Inspection date

23 March 2016

Previous inspection date

18 December 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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 pre-school's management team is effective in driving improvement. Good progress has been made since the last inspection to improve staff's performance.
- Inclusion is at the heart of everything that is done in this pre-school. Staff place high importance on identifying and planning for children's individual needs, including disabled children and those with special educational needs.
- Staff promote children's communication skills effectively, including those who speak English as an additional language. They engage children in conversation, challenge their thinking and give them time to process questions.
- Staff observe children and support them in purposeful play. Children benefit from interesting resources that promote their continuing progress towards the early learning goals.
- Children behave well. They respond positively to the high expectations from staff who talk to them in a calm and gentle manner. Children develop good friendships with others, play well together and have regard for each other's needs and feelings.
- The key-person system is implemented well. Each child has a named adult who takes responsibility for their care and learning needs. The key persons build friendly and trusting relationships with parents.

It is not yet outstanding because:

- The organisation of the session means that children's play and learning is sometimes interrupted. Children are not given notice of the need to complete activities of their own choosing before moving on with the routines of the day.
- Staff do not focus sharply enough on promoting all children's developing awareness of technology.

What the setting needs to do to improve further

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

- support children in completing their chosen tasks, giving them timely reminders of when the routines need to change
- focus more closely on supporting all children's developing awareness of technology.

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 at appropriate times throughout the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and the provider.
- The inspector looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector looked at activity planning, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

The committee actively supports the manager and staff in their commitment to providing good quality care and education. Staff are supported well in their day-to-day practices. They are enthusiastic, motivated and talk passionately about their individual roles and responsibilities, such as their role in leading the development of children's speech and language. The pre-school is managed well and recruitment procedures are robust. An effective system of supervision and peer-to-peer observation is in place, fostering a culture of mutual support. Safeguarding is effective. Staff have a good awareness of the signs and symptoms of abuse. They know what to do if there is a concern, in order to protect children's physical and emotional well-being. Staff attend training, ensuring they are up to date with latest guidance and legislation.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. The quality of teaching is consistently good. Staff find out about children's starting points when they first attend the pre-school and continue to encourage parents to share what they know about their child. Parents report that they are given good information about their children's learning and development. They hold staff in high regard. Staff talk confidently about where children are in their learning and development and what they need to do to support their continuing progress. Children enjoy the varied range of activities available to them, both indoors and outside. They develop their physical skills, for instance, as they ride the wheeled toys around the garden and explore sound using the music boards. Staff encourage children to join in with activities, such as exploring numbers as they investigate the combination-lock puzzles.

Personal development, behaviour and welfare are good

Staff provide a stimulating environment in which children are confident to express themselves. Children's move to the pre-school is managed well, promoting their confidence to embrace new experiences. Children feel safe and they are settled and happy. They develop secure emotional attachments in the warm and welcoming environment. Children understand the consistent boundaries and talk confidently about the reasons why the rules are in place. They show care and kindness to each other. For example, when a child was unable to find a toy that they brought from home, another child offered to help look for it. Children respect each other's similarities and differences and develop positive attitudes to others. They manage their own personal hygiene needs, relevant to their age.

Outcomes for children are good

The learning and development requirements are monitored well to ensure that all children are making good progress from their starting points. Gaps in children's learning are successfully identified and addressed. Additional funding is used effectively to promote children's achievements. Children develop the key skills needed to be ready for school. Older children are encouraged to write their name on their work. They write recognisable letters and understand that print carries meaning.

Setting details

Unique reference number	EY415474
Local authority	Suffolk
Inspection number	1027906
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	65
Name of provider	Southgate Pre-school Committee
Date of previous inspection	18 December 2012
Telephone number	01284 703181

Southgate Pre School was registered again in 2010. The pre-school employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at levels 2 and 3. Two volunteer staff work regularly in the pre-school. The pre-school opens from Monday to Friday during school term time. Sessions are from 8.45am until 11.45am and from 12.30pm until 3.30pm. An optional lunch club is offered from 11.45am until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language, disabled children and those with special educational needs.

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