

# Old Newton Under Five's

Village Hall, Church Road, Old Newton, Stowmarket, Suffolk, IP14 4ED



<b>Inspection date</b>	23 March 2016
Previous inspection date	12 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 and staff use reflective practice effectively to drive forward improvements. They have successfully addressed the actions raised at the last inspection. Staff are committed to providing children with good quality care and learning experiences. They seek the views of parents and children and this helps them to develop and improve their good practice further.
- Staff effectively support children's communication and language skills. They use a wide range of strategies, such as sign language, speaking clearly and repeating the correct words back to the children.
- The pre-school is well established within the local community. Parents speak very positively about the care and education their children receive and the guidance they get to support their children's learning at home.
- Children follow good hygiene routines and enjoy healthy snacks. They have daily opportunities for exercise and fresh air either in the outdoor area, nearby park or on walks locally. Staff work particularly well together and pay close attention to health and safety. They are vigilant and complete daily checks during the sessions to ensure a safe and secure environment for children.

### It is not yet outstanding because:

- The supervision arrangements do not always focus precisely on how staff can fully develop and enhance their teaching skills.
- Staff have not fully developed partnership working with the other early years settings that children also attend, to consistently support children in making the very best progress in all areas of learning.
- Staff do not always make the most of opportunities to enhance children's early reading skills.

## What the setting needs to do to improve further

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

- extend the existing systems for the monitoring of staff performance, giving sharper focus to raising the quality of teaching to higher levels
- strengthen the arrangements for working in partnership with the other early years settings that children attend, sharing information to obtain a broader picture of children's next steps and complement the good learning already taking place
- extend opportunities for children to further develop their early reading skills.

### 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 manager and pre-school leaders, and spoke with members of the management committee.
- The inspector looked at relevant documentation, such as the pre-school's self-evaluation form, records of children's learning and development and a selection of policies and procedures.
- The inspector checked the evidence of the suitability of staff.
- The inspector spoke to a small number 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 manager and pre-school leaders set clear targets following the last inspection. This has had a significant impact on the improvements within the pre-school. The staff have attended training to extend their knowledge and acquire new skills. They used their new knowledge to enhance their practice and improve outcomes for children. The members of the committee have improved their knowledge and understanding of their role and responsibilities. Safeguarding is 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. The manager undertakes staff supervision, but does not yet focus sharply on raising teaching skills still further. There are effective systems in place for monitoring the progress of groups of children. Any gaps in learning are quickly identified and addressed.

### Quality of teaching, learning and assessment is good

The well-qualified staff carefully organise the environment so that children enjoy free access to a wide range of toys and resources. They get to know the children well through regular observations. Staff effectively use this information to plan activities that are tailored to children's individual needs. This contributes to the good progress that children make. Staff join children in their play and skilfully ask questions, building on what children already know. They give children time to process questions before answering, enabling them to solve problems for themselves. Staff ensure that children make good progress from their starting points. They share accurate assessments with parents, so that they know how well their children are progressing. Termly open weeks provide opportunities to discuss children's progress in more depth. Staff identify where extra individual support may be required and work with parents to help them to gain support swiftly.

### Personal development, behaviour and welfare are good

Staff work closely with parents to help children to settle. The staff are friendly and approachable. They build good relationships with the children so that they feel confident and secure. Children are happy, settled and thoroughly enjoy their time at the pre-school. Staff encourage children to be independent and responsible. On arrival, they find their name to self-register, and collect their own plate and cup at snack time. Staff support children effectively to be emotionally well prepared for their move on to school. They work closely with the local school to help to ensure that the move to school is seamless for children. For example, once a week in the spring term, older children join the Reception class. Staff also invite teachers to visit the children at the pre-school. This helps to develop children's confidence as they become familiar with the school staff and environment.

### Outcomes for children are good

Children develop the key skills needed for the next stage in their learning, such as starting school. They learn how to share and take turns and develop their personal care skills, such as putting on their own coats before playing outside. Children have many opportunities to develop their early writing skills and recognise numbers and shapes. All children make good progress in their learning, given their starting points and capabilities.

## Setting details

<b>Unique reference number</b>	251584
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1030903
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Old Newton Under Five's Committee
<b>Date of previous inspection</b>	12 October 2015
<b>Telephone number</b>	07871 858183

Old Newton Under Five's was registered in 1970. The pre-school employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm on Mondays and Fridays, and from 9am until 12 noon on Tuesdays, Wednesdays and Thursdays. There is a lunch club on Wednesdays and Thursdays from 12 noon until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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