

# New Moreton Hall Pre-school



Sebert Road, Moreton Hall, Bury St. Edmunds, Suffolk, IP32 7EG

<b>Inspection date</b>	14 June 2018
Previous inspection date	9 March 2018

<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 manager has taken prompt action to address weaknesses raised at the last inspection. The manager and staff have reviewed and updated their knowledge of the pre-school's policies and procedures to ensure they keep children safe.
- The manager effectively monitors the provision and the progress children make. She knows where practice is strong and which aspects she would like to develop further. She puts appropriate plans in place to secure continued improvements.
- Staff know the children well. They know what interests children. They complete regular assessments of their development. Children engage well in a wide range of learning opportunities throughout the day. They are motivated and eager to learn.
- Staff work effectively in partnership with parents. They keep parents updated about children's progress. Staff seek parents' views about children's development and work together with them to support children's learning in the pre-school and at home.
- Children behave well. They develop good friendships and welcome others into their play. They abide by the clear and consistent rules and boundaries that staff discuss with them. Children build secure attachments to staff and enjoy playing alongside them.

### It is not yet outstanding because:

- Some staff lack the confidence to reflect on each other's practice and to share skills to support all staff's professional development.
- Staff sometimes miss opportunities to provide additional and higher levels of challenge to the most able children to help them to make faster rates of progress.

## What the setting needs to do to improve further

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

- build staff's confidence to share skills with each other and to critically reflect on teaching practice to support all staff's continued professional development
- use every opportunity to challenge children, particularly with regard to the most able children, to help them to achieve high rates of progress.

### 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 during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand their responsibilities to keep children safe from harm. They know how to identify and report any concerns they have about children's welfare. The manager ensures that she deals with concerns decisively and challenges others where appropriate. She checks on staff's continued knowledge and understanding of safeguarding policies and procedures. The manager ensures that only those suitable to work with children do so. She checks on staff's continued suitability. The manager supports staff to access training, such as to raise their understanding of how to support those children who speak English as an additional language. Staff implement new ideas to enhance children's experiences and to help them to develop their language skills.

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

Children enjoy taking part in a wide range of learning opportunities that staff tailor to children's individual needs. Older children listen to stories when staff read to them. Staff build on children's interests and ideas. They talk about different insects and children are keen to share their knowledge with others. Staff enhance children's learning as they discuss pollen and nectar to build on their understanding of nature. Younger children point and name what they see in books. They join in counting songs. They learn and recall simple rules. Staff continually interact with children to help them to maintain their focus and engagement. Staff ask questions and make suggestions. They encourage children to predict whether ice or water is heavier. Children learn how to use scales to weigh and they learn to recognise number. Staff comment on what children do to help them to develop their language skills and to enhance their range of vocabulary.

### Personal development, behaviour and welfare are good

Children are confident and eager to take part in activities. Staff encourage children to do small tasks for themselves, such as tidy away resources. Older children are competent in self-care, such as when practising good hygiene. Children know the pre-school routines. They listen to staff's guidance and instruction and promptly move between activities and routines with minimal disruption to learning. Older children identify healthy and unhealthy food. Staff provide all children with healthy and well-balanced food to eat. Children have many opportunities to be physically active. They take part in yoga sessions, push themselves on ride-on toys and dig in the sand. Staff eagerly listen to children talk about their lives outside of the setting. Staff show that they are interested and ask questions. This helps children to feel valued and develop good self-esteem.

### Outcomes for children are good

Children make consistently good rates of progress. They are eager and active learners. They communicate well with staff and each other. They develop good social skills and learn to follow rules and instructions. Children show determination to complete tasks and younger children develop increasing concentration in activities. Staff prepare children well for the next stage in their learning, such as school.

## Setting details

<b>Unique reference number</b>	251578
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1133312
<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 - 6
<b>Total number of places</b>	26
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	New Moreton Hall Pre School Committee
<b>Registered person unique reference number</b>	RP909016
<b>Date of previous inspection</b>	9 March 2018
<b>Telephone number</b>	01284 702129

New Moreton Hall Pre-school registered in 1992. It is situated within the grounds of Sebert Wood Primary School. The pre-school employs six members of staff. Of these, four hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday during term time only. Sessions are from 8.30am until 11.30am, and from 12.20pm until 3.20pm, with a lunchtime club in between sessions. The after-school club runs from 3.20pm until 6pm on Monday to Friday.

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