

# Otley Under Fives Centre

Otley Primary School, Chapel Road, Otley, Ipswich, Suffolk IP6 9NT



<b>Inspection date</b>	27 November 2018
Previous inspection date	18 July 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2

Effectiveness of leadership and management	Good	2
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Quality of teaching, learning and assessment	Good	2
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Personal development, behaviour and welfare	Good	2
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Outcomes for children	Good	2
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## Summary of key findings for parents

### This provision is good

- The well-qualified manager and her deputy work closely with parents to track children's progress from when they first start. They use the information gained to help them to target effectively what children need to learn next to promote their progress.
- Staff have made good use of the new purpose-built premises to provide children with a welcoming and well-organised environment. They plan a wide range of stimulating activities firmly based on children's individual interests to help motivate them and extend their learning. Children are eager to play and explore. They are confident to share their ideas with staff and each other. They listen, take turns and follow simple instructions.
- The manager is strongly committed to the ongoing development of the setting. She has sought advice from the local authority to help her devise meaningful action plans focused on improving outcomes for children and closing any gaps in learning.
- Staff interact very well with children during their play. They place a strong focus on promoting children's communication skills and mathematical development in readiness for their future move on to school.
- Children play together well, they are kind and thoughtful and older ones enjoy the responsibility of helping the younger children. Staff are careful to make sure that all children learn to make independent choices. Parents say their children love attending and are safe and well settled in the pre-school.
- Occasionally, staff do not give children sufficient time to think of their own responses to questions or encourage them to find out their own ways of doing things.

## What the setting needs to do to improve further

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

- make the most of opportunities to encourage children to work out their own solutions to simple problems and explore their own ways of doing things.

### Inspection activities

- The inspector observed the quality of teaching indoors and outside and assessed the impact on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector met with the manager and looked at relevant documentation, including evidence of the suitability of staff and committee members.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Gill Thornton

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. All adults working in the setting have a good understanding of their responsibilities to protect children. They are confident about the action to take if they are a concerned a child may be at risk of harm or neglect. Staff are knowledgeable about the indicators of a child being exposed to extreme views or behaviours. Good systems of performance management are in place to help staff to continue to improve their knowledge and skills. The manager ensures training is focused on helping raise children's attainment levels and closing any emerging gaps in children's learning or the educational programme.

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

Staff skilfully adapt their interactions dependent upon children's capabilities and level of understanding. They ensure activities are well planned and well resourced to appeal to children's interests while providing meaningful opportunities for staff to extend children's learning. Staff use children's enjoyment in play dough to teach them mathematical concepts, such as heavy and light. They encourage children to compare length and size and speak clearly to the children while explaining and demonstrating what they mean. Staff skilfully encourage children of different ages to talk about their feelings and to listen to what each other are saying. Staff repeat back what children say to clarify what they mean and help extend their vocabulary. Parents are involved in planning for their children's next steps in learning. Staff and parents share ideas and strategies to help provide children with a consistent approach between the setting and home.

### Personal development, behaviour and welfare are good

Children form secure attachments with staff and each other. Staff are very good role models. They sensitively teach children to be polite and helpful and praise children for their kindness towards others. Staff use consistent strategies and clear guidance to promote children's good behaviour and to help them learn to manage their feelings. Staff organise the environment and daily routines well to encourage children to be independent. Children learn about portion sizes and make their own choices from a range of nutritious snack items. They have daily opportunities to play in the fresh air, either in the secure outdoor area or the school playground. Staff have many plans to extend the range of activities available to children in the outdoor area.

### Outcomes for children are good

From a young age, children learn to share their ideas and to listen and respect the views of others. Older children demonstrate a good understanding of mathematical concepts. They compare volume and size and some older children demonstrate very good counting skills for their age. Younger children recite some numbers in sequence as they play and are beginning to use the language of size. Children use writing as a means of communicating and recording, such as writing on clipboards in the outdoor kitchen. They are confident and enjoy taking responsibility for simple age-appropriate tasks.

## Setting details

<b>Unique reference number</b>	251590
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10069808
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	1 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Otley Under Fives Centre Committee
<b>Registered person unique reference number</b>	RP523385
<b>Date of previous inspection</b>	18 July 2014
<b>Telephone number</b>	07789468853

Otley Under Fives Centre registered in 1983. The setting employs two members of childcare staff who both hold appropriate early years qualifications. The setting opens Monday to Friday during term time only from 8am to 3pm, with an after-school club on Tuesdays, Wednesdays and Fridays until 6pm. The setting receives funding to provide free early education for children aged two, three and four years.

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