

# Southgate Pre School

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



<b>Inspection date</b>	7 February 2019
Previous inspection date	23 March 2016

<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
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

- Managers demonstrate a strong commitment to continuous improvement and working towards excellence in all areas. They have addressed the recommendations set at the last inspection. For example, they now give children notice of when activities need to change. This gives children time to complete activities to their own satisfaction and supports their enjoyment of the activities available.
- Staff have established exceptionally friendly and trusting relationships with parents. Partnership working is a strength of this setting. Parents say that they appreciate the 'caring, friendly and lovely' staff. Parents are respected as their child's key educators and are encouraged to remain involved in their child's learning.
- Management has established strong partnerships with the primary school that is on the same site. This helps to ensure that children are fully supported as they prepare for the next stage in their learning, such as moving into the Reception class.
- Staff observe children as they play. They use what they know about the children to plan interesting and stimulating activities that are rooted in their interests. Activities are designed to build on what children already know and promote their further progress towards the early learning goals.
- Staff are exceptionally caring towards the children. Children develop highly secure emotional bonds with staff. They are happy, settled and enjoy their time in the setting. Children readily engage with staff to share their play experiences.
- Younger children become restless and lose interest in whole-group activities. Staff do not always organise these well enough to support younger children to stay engaged, listen and concentrate.
- Sometimes, staff do not give children enough time to respond to questions and express their own ideas.

## What the setting needs to do to improve further

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

- adapt whole-group activities to ensure that younger children are able to be fully engaged
- give children more time to think, respond to questions and explore their own ideas.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the provider and manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke to several parents during the inspection and took account of a written testimonial.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of leadership and management is good

Management and staff have high expectations for the provision. They reflect on the service provided and seek the views of parents when planning for improvement. Staff are enthusiastic and motivated. They work well as a team to meet children's individual care and learning needs. The manager monitors the learning and development requirements to ensure that children are making good progress. Gaps in children's learning are effectively identified and addressed. For example, the manager tracked groups of children and identified gaps in mathematical development. As a result, a member of staff attended training to look at how they can promote mathematics more successfully to support children's development in this area. Staff have regular opportunities for supervision and professional development. Safeguarding is effective. Staff are aware of the indicators of abuse and how to report concerns.

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

Staff support children in purposeful play. The quality of teaching is consistently good and sometimes outstanding. Staff know when to step back and allow children to lead their own play and when to set new challenges. Staff provide a broad range of activities, both indoors and outside, that promote all areas of learning. Good attention to planning for outdoors helps ensure that those children who learn best from being outside can do so. Children benefit from interesting resources that promote their natural instincts to discover and explore. For example, they enjoy painting on the 'water wall' and explore how the wood darkens when it is wet. Staff promote children's speech and language skills effectively. They use signing, as well as the spoken word, to help support children's developing vocabulary.

### Personal development, behaviour and welfare are good

Children come into the setting readily. Staff have a positive approach to diversity and support children to develop a positive sense of themselves. They help children to learn about the wider world beyond their own experiences. The member of staff responsible for supporting children with special educational needs and/or disabilities is knowledgeable, helping to ensure that they make the best possible progress. Children behave well and respond positively to the high expectations of staff. They understand the consistent rules and play well together. Children are helped to have regard for each other's needs and feelings. They understand the need to share and take turns.

### Outcomes for children are good

Children make good progress from their starting points and develop the key skills needed for school. They are enthusiastic and motivated learners. For example, when a member of staff invites children into an activity about letters and sounds, children excitedly run across the playground to take part. Children understand that print carries meaning. Older children are beginning to write letters from their first name. Children are becoming independent in managing their own personal needs.

## Setting details

<b>Unique reference number</b>	EY415474
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10074581
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Southgate Pre-school Committee
<b>Registered person unique reference number</b>	RP523520
<b>Date of previous inspection</b>	23 March 2016
<b>Telephone number</b>	01284 703 181

Southgate Pre School registered in 2010. The setting employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at levels 3 and 4. A volunteer works regularly in the pre-school. The setting 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 setting receives funding to provide free early education for two-, three- and four-year-old children.

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