

Inspection of Debenham Roundabout Pre-School

Sir Robert Hitchams Primary School, School Corner, Debenham, Stowmarket,
Suffolk IP14 6PL

Inspection date: 11 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Dedicated leaders and managers ensure that all children have a wide range of exciting and interesting learning opportunities. Children thoroughly enjoy their play in the comfortable and inviting spaces of the pre-school. They are keen learners, who are confident to express themselves.

The pre-school is an active part of the community. The staff team make the best use of the locally available facilities, such as the library. Staff regularly take children to a wooded area in the grounds of the host school for outdoor learning experiences. They arrange visits from interesting people and services to help children learn about those who help others.

Children feel safe and secure at the pre-school. They calmly play alongside one other as they develop their elaborate play ideas. For example, together with their friends, older children find sports cones in the outdoor area and take them to use as treasure in their pretend pirate ship.

Children have well-rounded experiences that staff design to meet their individual learning needs. Staff find out from parents what experiences children have already had when they first begin. Staff then promptly assess children's skills and abilities. They plan activities that help children to reach the next stages of their development. Staff balance what they provide in the pre-school with the learning activities that children do at other settings they attend or at home with their family.

Children have plenty of time and opportunities to follow their own ideas and interests. For example, they choose to paint with a variety of tools and use pens, crayons, sticky tape and glue. Older children concentrate for long periods of time. For example, they become deeply absorbed in their water-play activity.

What does the early years setting do well and what does it need to do better?

- Staff give highly effective support to children with special educational needs and/or disabilities. These children make exceptional progress. Staff work closely with parents and other professionals to create individual support plans. The consistent and competent way that staff carry out these plans helps children to become engaged, confident and able learners.
- Parents are extremely complimentary about the pre-school. They report that their children are keen to attend. They say that staff are approachable and do their best for children.
- Experienced and well-qualified staff help children to become strong communicators. They routinely teach children sign language throughout the day, and skilfully encourage children's confidence in speaking. Staff regularly spend

time with children in the 'quiet room'. They share stories, songs and games. This supports children to gain a wide vocabulary and speaking and listening skills. However, the manager has identified that the youngest children sometimes disengage from whole-group activities, such as story time.

- Staff promote children's mathematical skills and knowledge throughout activities. For example, staff lead children in learning how to recognise and play-out rhythms. Children relish the opportunity to make noises and sing. They copy the rhythms that staff make with various household items, such as a large metal bin lid, in the music zone.
- Staff have meaningful conversations with children about how to be healthy. For example, they encourage children to recall what the dentist told them about drinking water to keep their teeth healthy.
- Leaders and managers regularly evaluate the quality of provision. They carry out plans so that the pre-school continuously improves. The manager supports staff, through effective supervision and regular staff meetings, to continually develop their teaching.
- Targeted professional development means that staff's knowledge and skills continuously improve. For example, the manager has arranged for staff to attend training that helps them to support children who speak English as an additional language.
- Staff have been involved in plans to manage their time more effectively to allow them to focus their efforts on teaching and supporting children. For example, recently, the team have changed the way that they record children's learning and share it with parents.
- Children become independent in their self-care. For example, they help get ready for snack and clear up afterwards.
- Staff consistently address any unwanted behaviour. However, they do not always encourage children to think about their actions or give them enough time to make positive choices in managing their own behaviour. Children who have been attending the setting for a long time, draw staff's attention when newer children do not know what is expected of their behaviour. This shows that over time, children develop their understanding of the clear pre-school rules.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers follow robust recruitment procedures. The committee and staff regularly complete training that helps them to understand their responsibilities to keep children safe. They recognise the actions that they must take if they have any concerns about children's safety or well-being. Leaders and managers liaise with other agencies, where needed, to provide effective support for children and their families. Procedures within the pre-school help to maintain children's safety. For example, small items that may be a choke hazard that children have used while supervised by adults during their activity, are stored away from children's reach once it is finished.

What does the setting need to do to improve?

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

- give children more time, support and encouragement to further develop their abilities to manage their own behaviour
- consider the organisation of group times to engage younger children more fully to enhance their learning.

Setting details

Unique reference number	EY362395
Local authority	Suffolk
Inspection number	10113089
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 5
Total number of places	23
Number of children on roll	34
Name of registered person	Debenham Roundabout Pre School Committee
Registered person unique reference number	RP910390
Telephone number	01728 861769
Date of previous inspection	24 June 2015

Information about this early years setting

Debenham Roundabout Pre-school registered in 2007. It employs nine members of childcare staff. Of these, seven are qualified at level 3 or above, including the manager who holds a level 5 qualification. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Hipperson

Inspection activities

- The inspector carried out a tour of the pre-school with the manager and discussed the learning experiences and opportunities that the pre-school offers.
- The inspector looked at evidence of the suitability of staff and committee members. First-aid training and qualification certificates were viewed.
- The inspector observed care, teaching and learning activities indoors and outdoors, and spoke with staff and children at appropriate times during the inspection. The inspector evaluated the experiences children had and the impact of them on their learning.
- The inspector held joint discussions with the manager and provider and had a meeting with the manager.
- The inspector spoke with parents and considered their views about the setting.
- The inspector carried out joint observations of planned activities with the manager.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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