

# Lawshall Pre-School

Buttercup Building, All Saints School, The Street, Lawshall, Bury St Edmunds,  
Suffolk, IP29 4QA



## Inspection date

12 February 2016

Previous inspection date

9 December 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 well-qualified staff provide a warm and welcoming environment that keeps children motivated and interested. Children experience a wide range of opportunities to learn across all areas as they move around confidently choosing what they would like to do next.
- 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 children.
- Children have good opportunities to become familiar with the school staff and environment. Staff work closely with the host primary school to ensure that the move to school is seamless for children and their parents.
- Children follow good hygiene routines. They have daily opportunities for exercise and fresh air, which help to promote their good health and support their physical well-being.
- Children are happy and enjoy their time at the pre-school. They make friends, build relationships and learn how to share and take turns.

### It is not yet outstanding because:

- Parents are not always given clear information to assist them in sharing and supporting their children's learning at home.
- The manager does not yet use assessment information to check on the progress of different groups of children in order to monitor the impact of targeted teaching.

## What the setting needs to do to improve further

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

- give parents more information to assist them in supporting their children's learning and achievement at home, promoting the partnership approach to children's progress
- use information from assessments more effectively to monitor the learning and progress being made by different groups of children, helping to target the teaching more precisely.

### 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.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation, including the pre-school's self-evaluation, records of children's learning and development, a selection of policies and procedures and risk assessments.
- The inspector checked the evidence of the suitability and qualifications of staff working in the pre-school.
- 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 management committee is effectively involved in the running of the pre-school. They monitor and evaluate the pre-school, identifying strengths and areas for development. Rigorous recruitment procedures are followed to ensure all staff are suitable for their role. Staff have a thorough set of policies and procedures to support their good practice. These are updated regularly and shared with parents. The management committee support staff to attend additional training. Staff highlight specific training needs and attend courses whenever possible. They use their new knowledge and skills to enhance their practice further, improving the outcomes for children. The arrangements for safeguarding are effective. Staff understand their role in protecting children from harm. They are fully aware of what to do should they have any concerns about children's welfare.

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

Staff provide a stimulating environment, both indoors and outside, giving children plenty of choice in their play. Children confidently explore their environment. Staff get to know children well through regular observations and accurate assessments of what they can do. They then effectively use this information to plan activities to help children achieve their next steps in learning. This contributes to the good progress children make. Children actively participate in a wide range of planned and free-choice activities. For example, children help to build a den in the spacious outdoor play area. They are strongly motivated by staff who are encouraging and supportive. Children develop their imagination as they collect sticks and twigs to make a pretend campfire. Staff get down to children's level and join in with their play. They are skilled at asking effective questions to challenge and develop children's thinking. Staff work with parents to put consistent approaches in place if there are any identified areas in children's development that need support.

### Personal development, behaviour and welfare are good

Staff work closely with parents to help children to settle. They gather a wealth of information from parents and build good relationships with children so that they feel confident and secure. Staff are responsive to children and accommodate their individual needs well. Children are eager to attend. Staff encourage children to be independent and responsible. On arrival, children hang up their belongings and find their name-card to self-register. Children are familiar with the daily routines, which helps to support their emotional well-being. Staff routinely offer praise as they recognise children's efforts and achievements. They creatively display children's artwork around the pre-school. This promotes a strong sense of belonging and helps to develop children's self-esteem. Staff are good role models and manage children's behaviour effectively. They are calm and help children to play harmoniously together. Children readily go to staff for support.

### Outcomes for children are good

Children develop the key skills needed for the next stage in their learning, such as starting school. They have meaningful opportunities to practise early writing skills. Children find their coats and put on their own boots before playing outside. All children make good progress in their learning given their starting points and capabilities.

## Setting details

<b>Unique reference number</b>	508618
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	848036
<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>	18
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Lawshall Pre-School Committee
<b>Date of previous inspection</b>	9 December 2010
<b>Telephone number</b>	01284828223

Lawshall Pre-School was registered in 1998. The pre-school employs four members of childcare staff and two bank staff. Of these, four hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 12.30pm until 3.30pm. A lunch club runs from 11.30am until 12.30pm. The setting provides funded early education for two-, three- and four-year-old children.

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