

# Lawshall Pre-School

Lawshall Pre-School, Lawshall Primary School, Lawshall, BURY ST.  
EDMUNDS, Suffolk IP29 4QA



<b>Inspection date</b>	20 May 2019
Previous inspection date	12 February 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

- The committee, manager and staff work together to evaluate the service they provide. They also gather feedback from parents and use this information to focus their plans for improvement. For example, staff involve parents in raising money to purchase waterproof suits to help extend and support children's experiences outdoors.
- Staff use their accurate assessments of children's progress to inform individual learning plans and next steps for children. They also present activities they know spark children's interest. Staff present these resources as children arrive. This helps children to separate from parents and engage in play quickly.
- Children are settled and happy in this welcoming pre-school. They are familiar with its routines and form good bonds with staff. Staff listen carefully to children and engage them in interesting conversations as they play.
- Children, including those in receipt of additional funding, make good progress. They enjoy exploring a range of resources and equipment. Children take part in adult-led, as well as self-directed, activities and play.
- Staff praise children's efforts as well as their achievements. For example, children say, 'Fiveteen?' as they examine a number 15 card. Staff comment that it is a good, sensible guess. This shows children their thinking is valued and encourages them to keep learning.
- Parents praise the warmth of staff interactions with children and how their children have settled in. They report feeling well informed about their children's learning and experiences at the pre-school. Parents know how to view their children's learning records and note that they have regular conversations with staff about their children's progress.
- Staff do not make the most of their good partnerships with parents to gain a more detailed understanding of children's prior learning and achievements when they first attend the setting.
- Children have fewer opportunities to access and use equipment and resources that support their technological awareness to extend their learning further.

## What the setting needs to do to improve further

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

- gather more detailed information from parents about children's prior learning and achievements on entry
- support children to access and use technology that supports and extends their learning further.

### 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 held a number of discussions with the manager. She looked at relevant documentation, including children's learning records, and reviewed evidence of the suitability of all persons working on the premises.
- The inspector completed a joint observation and evaluation of an activity with the manager.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to during the inspection and through written feedback provided.

**Inspector**  
Kate Oakley

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a strong understanding of how to protect children from harm. They know the procedures to follow if they have any concerns about children or adults. The manager uses information from staff assessments of children's learning effectively to monitor the progress being made by different groups of children. She uses this information to target the use of additional funding, such as early years pupil premium, and make changes to the provision to promote children's learning and progress. Staff have a good relationship with their host school and make links with other settings that children attend. Children benefit from regular visits to the school and from their new teachers in preparation for their move to school. Staff encourage parents to use a 'wow whiteboard' to share children's special news. For instance, parents write about events such as earning a swimming badge or a helpful act. All staff access training and supervision to support their ongoing professional development; some are studying further qualifications to enhance their knowledge.

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

Staff promote children's curiosity in the natural world well. They teach children about the different parts of plants. For instance, staff show children a plant's roots and talk about how it uses them to drink the water it needs to grow. Children take turns to plant and water seedlings. They dig holes with trowels, pat the plant roots down and fill the edges in with soil. Staff regularly reset resources and activities to ensure they are attractively presented and ready for children to use. They give children time to play independently without adult intervention. This encourages children to practise their social skills, to interact and cooperate with each other. Staff prompt children to count how many children are present. Children find the correct numerals on a number line and delight in jumping as they say each number. Staff help children to point to words as they read to them, from left to right. This supports children's literacy skills and their future learning.

### Personal development, behaviour and welfare are good

Staff interactions with children are caring and supportive. They talk to children about the weather and ask them to find appropriate clothing. Children learn about the importance of sun protection and how they can keep themselves dry and warm outside. Older children dress themselves in waterproof suits and boots. Children confidently complete tasks independently, such as managing their self-care needs. They serve themselves toast and healthy fruits and vegetables for snack. Children use a knife carefully to spread marmalade onto their toast. They talk sociably about their home lives during snack time. Children demonstrate curiosity and interest, indoors and outdoors. They use magnifying glasses and binoculars outside to search for insects and birds.

### Outcomes for children are good

Children develop key skills for their next stage in learning. They make careful marks to draw and older children begin writing clearly recognisable letters. Children show good levels of attention and listening. They enjoy dressing up as superheroes and recreating their experiences from home in the role-play kitchen. Children learn the sounds different letters represent. Older children begin to sound out simple words, such as 'cat'.

## Setting details

<b>Unique reference number</b>	508618
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10072963
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Lawshall Pre-School Committee
<b>Registered person unique reference number</b>	RP907807
<b>Date of previous inspection</b>	12 February 2016
<b>Telephone number</b>	01284 828 223

Lawshall Pre-School registered in 1998. The pre-school employs five members of childcare staff and two bank staff. Of these, three hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, term time only. Sessions run from 8.30am until 3.30pm. A lunch club runs from 11.30am until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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