

Benhall Preschool

Benhall Pre School, School Lane, Benhall, SAXMUNDHAM, Suffolk, IP17 1HE



Inspection date

5 October 2016

Previous inspection date

25 November 2015

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|----------------------|---|
| | Previous inspection: | Requires Improvement | 3 |
| 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 management team has taken positive action to improve policy and practice since the last inspection. They have a good understanding of all legal requirements. Children have benefited from the staff increasing their knowledge and skills. Well-focused development plans are in place to ensure continuous improvement.
- Staff have a warm and caring rapport with the children and recognise the uniqueness of each child. They track and monitor all children's learning effectively. Gaps in children's learning are quickly identified, and targeted support in partnership with other professionals and parents, is put into place. This supports all children to reach their full potential.
- Staff are courteous and cheerful role models and this helps to promote children's positive behaviour. They teach children to help each other and to take turns. This helps children to learn to respect and be kind to other people.
- Children are well prepared for the next stage in their learning. Children due to move on to school benefit from a well-planned programme of visits and other activities, such as eating their lunch in the school dining hall. This helps to familiarise children with the school environment and some of the routines they will encounter.

It is not yet outstanding because:

- Opportunities for parents to share ongoing information about their children's learning and development at home are not fully developed.
- The professional development of staff does not yet focus strongly enough on raising the quality of staff practice to the highest level.

What the setting needs to do to improve further

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

- explore different ways to gather the ongoing information from all parents about their children's learning and development at home
- develop the current system of continuous professional development to ensure that staff are provided with further opportunities to enhance their teaching and extend their knowledge and skills to an outstanding level.

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 and completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as 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 setting.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of the leadership and management is good

Management and staff have a good understanding of their roles and responsibilities to keep children safe and to promote their education effectively. The arrangements for safeguarding are effective. Staff attend regular safeguarding training to keep up to date with any changes. They demonstrate a good understanding of how to report concerns about children's welfare. They consider children's safety at all times and carry out risk assessments to support this. Documentation is maintained to a high standard and all records for the safe and efficient management of the pre-school are in place. The manager and staff conscientiously evaluate their work and use this information to inform changes. They are working on enhancing the outdoor provision for children who learn best outside. Additional funding is used effectively to help all children make good progress.

Quality of teaching, learning and assessment is good

Staff know the children very well. Key persons talk in detail about what children know and can do, and how they plan to help them make progress. Staff help to promote children's communication and language skills by talking to them and asking questions to support and extend their play. Children enjoy games where they listen and follow simple instructions. They eagerly ask for a turn to lead the game, developing confidence and learning how to play cooperatively with friends. Children are introduced to numbers, colours and shapes as they play, contributing to their understanding of mathematics. They enjoy exploring, happily hunting for pretend dinosaur bones in compost. Children are creative and imaginative. They pretend to cook in the mud kitchen or with dough. Staff observe children's play and confidently adapt activity planning in response to children's needs and interests. For example, they follow children's ideas as they make a train with items from the obstacle course.

Personal development, behaviour and welfare are good

Parents comment positively on the flexible settling arrangements, supportive staff and welcoming environment of the pre-school. Children quickly form close attachments with staff. The key-person system is effective and takes account of children's preferences. This helps to ensure that children's emotional well-being is effectively nurtured and meets their individual needs. Staff are very good role models. They praise positive behaviour, effort and achievements, helping children to grow in confidence and self-esteem. Outings and visitors help children learn about the community in which they live. Children visit the local farm shop to buy fruit and vegetables for snacks, helping them to appreciate the importance of a balanced diet. They thoroughly enjoy playing outside, engaging in physical activities, such as an obstacle course which challenges their physical abilities.

Outcomes for children are good

All children, including those in receipt of additional funding, make good progress. Staff support children well in developing skills that underpin learning and prepare them for school. For example, older children are encouraged to ask questions, to explore in their play and to find things out for themselves. They delight in taking on responsibilities, such as competently serving their own snack and clearing away after.

Setting details

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| Unique reference number | 251412 |
| Local authority | Suffolk |
| Inspection number | 1033735 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 25 |
| Number of children on roll | 39 |
| Name of registered person | Benhall Pre School Playgroup Committee |
| Registered person unique reference number | RP523380 |
| Date of previous inspection | 25 November 2015 |
| Telephone number | 01728 605940 |

Benhall Preschool opened in 1981. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications ranging from level 6 to level 2. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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