

# The Saplings (Martlesham Heath)

2 The Square, Martlesham Heath, IPSWICH, IP5 3SL



## Inspection date

Previous inspection date

15 June 2015

14 December 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Ofsted have not been informed of all current trustees to ensure the required suitability checks are completed.
- The provider has not yet astutely focused on children's precise assessments to identify the progress between different groups of children. Therefore, she is unable to provide further learning opportunities to support them in making the best possible progress.
- On occasions, older children are not consistently encouraged to do things for themselves, such as pouring their own drinks, to further promote their growing independence.

### It has the following strengths

- Well-qualified staff demonstrate a consistently good quality of teaching. They skilfully question children during activities and allow them suitable time to respond. In addition, they include children learning to speak English as they use a soft, clear tone to repeat words. This supports all children to develop their speech and language skills.
- Partnerships with parents are well established. The key person responsible for each child works closely with them to meet children's individual needs. Staff show sensitivity in a range of situations to support both parents and children. This ensures children gain the emotional support they need to promote their good all-round progress.
- Staff promote children's readiness for school as they encourage them to develop their early writing skills, and teach mathematics. For example, children attempt to write their own name and complete simple calculations as they count. In addition, older children attend weekly activities at the nearby school to introduce more structured learning.

## What the setting needs to do to improve further

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

- focus more precisely on the rigorous assessments completed to identify the progress made between different groups of children, in order to provide further learning opportunities and support maximum progress
- maximise the opportunities for older children to develop their skills for independence, for example, by routinely serving themselves at snack times.

### To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body where the main purpose is childcare (compulsory part of the Childcare Register).

## Inspection activities

- The inspector observed children's activities indoors, outside and during the lunch and snack time routines. She talked to children at appropriate times during the inspection.
- The inspector carried out a joint observation with the provider and held discussions with some other members of staff.
- The inspector sampled the pre-school documentation, including a self-evaluation form, policies, children's learning journals and staff records.
- The inspector took account of the views of parents and carers through discussions on the day.
- The inspector saw evidence of the qualifications and suitability of all persons working directly with children, and some other documentation in relation to the safeguarding and welfare requirements.

## Inspector

Rachel Pepper

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff know children well and gather information on their current interests. They understand and promote the learning and development requirements as they provide children with a range of challenging activities. Staff encourage children to build and balance with a range of natural materials and offer a selection of tools outdoors to carry and transport soil. This helps them to develop their physical skills. Children enjoy mixing different colours of paint and use textured materials to decorate their fish designs. Staff respond to the many questions children ask to support their understanding of the world. They value each child's contribution and encourage children to wait their turn. Staff regularly praise children for their achievements, raising their self-esteem. They use children's next steps in learning to devise the week's plans. This supports children to make good progress in all areas of learning.

### **The contribution of the early years provision to the well-being of children is good**

Children clearly enjoy their time at the pre-school and gain comfort and reassurance as they need. This demonstrates the secure bonds they have developed with staff. Children behave well as staff implement their recent training on managing behaviour to provide clear, concise guidance. For example, they remind children to use their walking feet indoors and always lower themselves down to children's level as they offer explanations. As a result, children begin to understand the feelings of others and the impact that their actions have. Children have many opportunities to work in groups, which supports their developing friendships. They begin to manage their own personal needs as they use the toilet independently and wash their hands before mealtimes. However, on occasion, staff do not encourage older children to take on further responsibility. For example, they do not help themselves at snack time or pour their own drinks. Staff provide children with balanced, nutritious snacks and daily outdoor play to promote their good health.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The provider aspires to improve and has successfully addressed the previous action and recommendations. She now keeps a full list of suitability checks completed for staff who work directly with children. However, the provider has failed to inform Ofsted of changes to the trustees or complete required documentation to meet all the requirements. Nonetheless, this does not have an impact on children's well-being as these trustees have no direct involvement in the recruitment of new staff or the day-to-day care of the children. The provider reflects on her practice to identify priorities for improvement. Future plans include converting an area of the pre-school to support children in experiencing a gradual move between the rooms. The provider has suitable supervision arrangements in place and supports staff to regularly update their training. She regularly reviews the children's files to ensure assessments are precise. However, she has not yet focused on the progress made between different groups of children, to provide them with further learning opportunities and improve their overall outcomes.

## Setting details

<b>Unique reference number</b>	EY430918
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	874558
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 12
<b>Total number of places</b>	39
<b>Number of children on roll</b>	78
<b>Name of provider</b>	The Saplings (Martlesham Heath)
<b>Date of previous inspection</b>	14 December 2011
<b>Telephone number</b>	07712506123

The Saplings (Martlesham Heath) was registered in 2011. The pre-school employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or above, including one with Qualified Teacher Status. The pre-school opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 9.15am until 3.15pm. Extra provision is available before and after school from 7.30am and until 6pm. The pre-school also runs a holiday club. It provides funded early education for two-, three- and four-year-old children.

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