

# The Saplings (Martlesham Heath)

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



## Inspection date

10 February 2016

Previous inspection date

15 June 2015

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	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

- Leaders and managers use reflective practice effectively to drive forward improvement. They have successfully addressed the action and recommendations raised at the last inspection. Self-evaluation includes the views of parents, staff and children. There are clear plans for future development.
- The enthusiastic staff imaginatively promote all children's learning and enjoyment. There are clear learning intentions for planned activities. Staff engage with children, in one-to-one play, or in small-group work for much of their time.
- Children's social skills are developing well. They show a good sense of belonging. Firm friendships form between children as they work together during play. In the pre-school room, children enjoy playing and sharing social interaction with the school children attending before and after school.
- Staff carefully plan for the moves children make between rooms and on to school. They ensure that children are emotionally prepared for the changes.
- Children make good progress and develop a positive approach to learning that prepares them well for school.

### It is not yet outstanding because:

- Staff do not consistently gather enough information about children's prior learning and abilities when children first begin at the setting.
- Staff do not always support children to make links between letters and sounds.

## What the setting needs to do to improve further

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

- collect more information from parents about children's abilities when they first begin to attend
- provide more opportunities for children to learn how to link letters with the sounds that they represent.

### 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 manager.
- The inspector held meetings with the manager and provider. She looked at relevant documentation, including the setting'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 with children.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Kate Hipperson

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their role in safeguarding children. They know how to respond to any concerns they may have where a child may be at risk of harm. Leaders and managers spend additional funding effectively to help to promote the development of children. Staff communicate well with each other to ensure the smooth running of the setting each day. Leaders and managers are keen to continue to raise standards further. They encourage staff to extend their knowledge and acquire new skills through professional development. Staff share their new learning within the staff team. This contributes towards effective changes in practice and has a positive impact on children's learning and development.

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

Staff regularly encourage children to think, make suggestions and share their ideas. The teaching of mathematics is particularly strong. For example, as children play with paper aeroplanes, staff help them to use tape to make a pretend runway. They support children to write numbers and place them in order along the runway. Children confidently measure the distance that their aeroplane flies. A variety of learning activities promotes the development of children's small-muscle skills, preparing them well for learning to write. Staff ensure that children make good progress from their starting points. They share accurate assessments with parents, so that parents know how well their children are progressing. Parents' evenings provide opportunities to discuss children's progress in more depth. When children have specific needs, staff work with parents to help them to seek support swiftly.

### Personal development, behaviour and welfare are good

Older children are very independent when taking part in activities. Staff offer verbal support to older children as they take responsibility for washing their hands before food and after messy activities. Staff provide a stimulating and fun learning environment in the pre-school area. They provide plenty of time for children to be physically active. Staff praise children when they behave well. Babies and younger children are cared for in a quieter and less busy environment. They form good bonds with their key person. Staff meet children's individual needs well for sleep, play and eating. A two-way communication diary between staff and parents promotes the continuity of care for children under three-years-old. Staff get to know their key children very well and speak with parents at regular intervals.

### Outcomes for children are good

All children, including those who speak English as an additional language, disabled children and those with special educational needs receive good levels of support. They make good progress in their learning. Children who have starting points that are lower on entry are beginning to catch up and make good progress. They independently manage their own belongings and write their names on their artwork.

## Setting details

<b>Unique reference number</b>	EY430918
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1017806
<b>Type of provision</b>	Full-time 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>	0 - 12
<b>Total number of places</b>	39
<b>Number of children on roll</b>	72
<b>Name of provider</b>	The Saplings (Martlesham Heath)
<b>Date of previous inspection</b>	15 June 2015
<b>Telephone number</b>	07712506123

The Saplings (Martlesham Heath) was registered in 2011. The setting employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 or above. The setting opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The setting also runs a before and after school club and a holiday club. The setting provides funded early education for two-, three- and four-year-old children. The setting supports children who speak English as an additional language, and disabled children and those with special educational needs.

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