

St. Marys Preschool Playgroup

322 Woodbridge Road, Ipswich, Suffolk, IP4 4BD



Inspection date

25 April 2016

Previous inspection date

14 February 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff promote children's communication and language skills extremely well. This enables children to confidently discuss what happens next in their activities. For example, staff encourage children to talk about what they are doing as they pretend to chop carrots to make soup in the role play area. Children develop new skills at a remarkable rate because teaching is exceptional.
- Staff use in-depth assessments to pinpoint children's strengths and any further areas for development. They tailor activities very successfully to meet the learning needs of individuals or groups of children extremely well.
- Staff have an excellent knowledge of children's abilities and plan rich and motivating play experiences, inspiring their learning. Children thrive as they take part in the wide and varied experiences provided.
- Staff have high expectations of what children can achieve. Children make rapid progress from their initial starting points. They develop independence, mathematical and literacy skills and are very well prepared in readiness for school.
- Children behave exceptionally well and show immense care and consideration for others. For example, children are attentive to the needs of their friends and offer words of comfort to each other if they feel sad.
- Secure settling-in procedures ensure that children forge extremely close attachments to staff. Staff gain very detailed information from parents before children start. They take considerable time getting to know the children as individuals. This supports their emotional well-being exceptionally well.

What the setting needs to do to improve further

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

- enhance the already excellent programme of professional development to ensure that practice continually improves and the outstanding quality of the provision is maintained.

Inspection activities

- The inspector observed teaching practices and the impact these had on children's learning, both inside and during outdoor play.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager and members of the committee and senior staff.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff and other documentation, such as the setting's policies and procedures.

Inspector

Susan Rogers

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff demonstrate an astute understanding of policies and procedures and implement these effectively to help keep children safe and secure at all times. They have an excellent knowledge of the signs and symptoms of abuse and know the procedures to follow should they suspect a child is at risk of possible harm. Staff work very effectively together and create an exceptionally vibrant and welcoming atmosphere for children and their parents. The highly qualified committee members and staff are extremely committed to continuous and sustained improvement. They consistently reflect on the provision and are highly ambitious for the ongoing enrichment of children's learning. However, there is scope to focus more sharply on the existing professional development opportunities for staff to ensure that the excellent quality of teaching is maintained.

Quality of teaching, learning and assessment is outstanding

The well qualified, skilled staff team provides children with a wealth of exciting learning experiences. Staff use excellent questioning techniques, so that children think about problems and learn from their experiences. Activities sustain children's full attention and build on what they know. Children learn how ice melts. They observe the changes that happen when the pretend dinosaur eggs made from ice melt. They describe what they see and suggest using warm water to speed up the process. They recognise the different numbers and name the small dinosaurs that are concealed in the eggs. They enjoy adding glitter to the activity to make golden eggs, extending their creative ideas. Children develop an excellent knowledge of different areas of the world. Staff challenge children's thinking by introducing a world map, so that they can discuss where different animals come from. Children recall their personal experiences and skilfully include others in their play. All children make rapid progress, including those who have special educational needs or disability.

Personal development, behaviour and welfare are outstanding

Children are exceptionally happy, settled and very confident in their surroundings. Staff provide a rich and vibrant play environment for children that makes them feel secure and very motivated to learn. Children develop their independence very quickly. For example, they prepare their own morning snack. They spread cheese onto crackers, safely cut up cucumbers and apples and identify healthy food options. Children relish being physically active as they play indoors and outside. Children have excellent opportunities to learn about the local community and the people who live in it.

Outcomes for children are outstanding

Children make excellent progress and have outstanding attitudes to learning. Children flourish from the exceptional support from home and the pre-school because of the highly efficient sharing of information between parents and staff. Children have excellent opportunities to explore, develop their own ideas, concentrate and solve problems. These help them achieve the skills they need to move on to their next stage in their learning.

Setting details

Unique reference number	251658
Local authority	Suffolk
Inspection number	854785
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	31
Number of children on roll	52
Name of provider	St Mary's Pre School Playgroup Committee
Date of previous inspection	14 February 2011
Telephone number	01473807252

St. Marys Preschool Playgroup was registered in 1999. The pre-school employs 11 members of childcare staff. Of these, two have early years professional status and two staff have appropriate early years qualifications at level 4. Two staff have a level 3 qualification, three staff are qualified to level 2 and two staff are unqualified. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3.30pm on Mondays, Thursdays and Fridays, and from 9am until 12 midday on Tuesdays and Wednesdays. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability.

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