

# New Moreton Hall Pre-school



Sebert Road, Moreton Hall, Bury St. Edmunds, Suffolk, IP32 7EG

## Inspection date

21 January 2015

Previous inspection date

11 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff plan well taking into account children's individual needs, interests and preferences. This ensures all children make good progress in their learning.
- Children build secure, trusting and respectful relationships with their key person. This helps children to feel confident and safe within the setting.
- The staff have effective partnerships with parents, as well as the nursery and school who they share a site with. This supports children's learning at home and ensures continuity of care for children and their families.
- The provider has effective procedures in place to monitor staff performance. This has a positive impact on the quality of teaching and the overall learning experiences that are offered to all children.
- Staff have a good knowledge of the safeguarding policy and practice. As a result, children are well protected and safeguarded in the setting.

### It is not yet outstanding because:

- Staff do not make the most of routine times to promote learning. This means, on occasions, children display unsettled behaviour when they are not all being fully engaged.

## What the setting needs to do to improve further

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

- make the most of daily routines, to support children's engagement in their learning and enable them to behave more appropriately.

### Inspection activities

- The inspector observed activities in the setting both inside and outdoors.
- The inspector spoke to the staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including policies and procedures and staff suitability checks.

### Inspector

Kerr Cobbett

## Inspection findings

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

The staff provide a good range of activities to promote children's learning and development across the seven areas of learning. Children are encouraged to be independent in their learning. Staff are at hand to ensure that they can extend children's learning. The staff make good use of the outside area to promote physical development. They offer a good range of resources both indoors and outdoors. The staff have strong teaching skills and use these to help children to think critically, which extends their learning and challenges them. For example, during a 'hedgehog' game staff extend mathematical concepts for children. They encourage younger children to count the spots on the dice, while they acknowledge older children do not need to do this. Staff extend older children's learning with problem-solving skills. Children learn to calculate if they have too many or if they need one more. However, staff do not always maximise the learning opportunities during some routines, such as lunchtime, to extend children's learning even further. This is when some children become distracted and display unsettled behaviour.

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

The setting is safe and welcoming. Children have formed secure, trusting and respectful relationships with their key person. Staff have a good understanding of the safeguarding procedures. Children with special educational needs and/or disabilities, and children who speak English as an additional language, are well supported in the setting. The strong partnerships with parents and other professionals means that all children make good progress. Parents' positive contributions to children's assessment records ensure children's learning is supported at home. Children benefit from regular planned activities, which celebrate a variety of cultures and festivals. They are supported to feel part of a community within the grounds of the school and nursery. Many children attend sessions arranged between the setting and the nursery. Staff maintain a two-way flow of information to develop consistency in children's care and learning. This helps children to develop positive attitudes towards others and gain the skills necessary for their move on to school.

### **The effectiveness of the leadership and management of the early years provision is good**

The provider has a sound understanding of the requirements of the Early Years Foundation Stage. The manager has been proactive in ensuring that the provision consistently improves and has fully addressed actions from the previous inspection. The committee have ensured recruitment is robust by regularly reviewing their procedures. Staff complete regular observations, planning and assessment. Improvements to the previous process have ensured children's initial starting points are now clearly identified. This means children are provided with good quality care and learning opportunities. There are good procedures in place to monitor staff performance. Regular meetings and peer observations have a positive impact on children's development and staff's teaching skills.

## Setting details

<b>Unique reference number</b>	251578
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	967624
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	102
<b>Name of provider</b>	New Moreton Hall Pre School Committee
<b>Date of previous inspection</b>	11 February 2014
<b>Telephone number</b>	01284 702129

New Moreton Hall Pre-school was registered in 1992. It is situated within the grounds of Serbet Wood Primary School in Bury St. Edmunds. It operates from one room within the children's centre. The pre-school employs 12 members of childcare staff. Nine staff members hold an appropriate early years qualification to at least a level 2. The manager holds a level 5 qualification. The pre-school opens, Monday to Friday term time only. Sessions are, from 8.30am until 11.30am and 12.20pm until 3.20pm. Additionally, there is a lunchtime club, an after school club and a holiday club. The after school club, opens between Monday and Friday; sessions are, from 3.20pm until 6pm. The holiday club, opens between 8am and 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

