

Bacton Under Fives

The Playcentre, c/o Bacton Community Primary School, Tailors Green, Bacton, Stowmarket, Suffolk, IP14 4LL



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| Inspection date | 27 October 2015 |
| Previous inspection date | 10 December 2014 |

| 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

- Staff have a secure knowledge of how children learn and provide a very wide range of exciting activities, both inside and outdoors, that encourages children to explore, experiment, create and learn within a safe and very stimulating environment.
- Children form warm and caring bonds with their keyperson, other staff and each other. They give children lots of praise in recognition of their achievements and teach children to be kind and have respect for each other. As a result, children behave very well.
- The staff are passionate and committed to ensuring that the children and their families are at the heart of everything that they do. They make sure that every child enjoys learning and makes good progress.
- The manager is a good role model and effectively motivates the staff to work together as a team.

It is not yet outstanding because:

- Initial assessments of the children's learning and development do not include sufficient information gathered from parents and/or carers about what their children already know, understand and can do, when they first start in the setting.
- Opportunities to involve parents and carers in their children's learning and development are not yet highly successful.

What the setting needs to do to improve further

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

- find out more from parents about what their children already know and can do when they first start and take this into account when carrying out initial assessments of the children. Provide more opportunities for parents to become involved in their children's learning in the setting and at home to support them to make the best possible progress.

Inspection activities

- The inspector observed the quality of teaching and the impact this had on children's learning both indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with the managers, staff and children at suitable times throughout the inspection.
- The inspector spoke to a small selection of parents and took account of their views.
- The inspector looked at some documentation, including the learning journals used to track children's progress.

Inspector

Linda Cass

Inspection findings

Effectiveness of the leadership and management is good

The experienced and well qualified manager has a positive impact on the overall effectiveness of the setting. She ensures that a broad range of interesting and challenging experiences are provided that help children to make progress towards reaching the early learning goals. As a result, children are well prepared for their next stage of learning. Safeguarding is effective. Child protection policies and procedures, including safer recruitment, are implemented consistently; practice is reviewed regularly and clearly evaluated. The management team have successfully addressed the actions arising from the previous inspection.

Quality of teaching, learning and assessment is good

Practitioners do not gain sufficient information from parents or carers about what a child knows and can do when they first start. Therefore this is not taken into account when carrying out initial assessments of the children. Practitioners have a secure knowledge and understanding of how to promote the learning and development of young children. Staff accurately identify children's next steps and routinely cover all areas of learning when planning activities. They skilfully question children and make the most of opportunities to teach children by following their interests during play. Adult-led activities are successful in achieving the learning outcome. For example, older children gain a wide range of skills as they carve pumpkins and show pride in their achievement. Babies enjoy playing with a wide range of good quality resources. They have fun as they explore wet and dry sand and cooked pasta.

Personal development, behaviour and welfare are good

Children thrive under the care of a dedicated staff team. They show high levels of curiosity and imagination as they explore their environment. They are captivated by the Halloween activities and delight in making 'spells' in the well-resourced 'mud kitchen'. They giggle as they instruct the practitioner to taste the 'potion' that is made from 'dog's breath'. Practitioners skilfully support children's transitions to school. They think of innovative ways to support children who find change difficult. For example, they make a story book using photographs of the primary school to help children to feel less anxious. Mealtimes provide children with good opportunities to socialise in a family-type environment. Menus are varied and nutritious and promote a positive attitude towards healthy eating. Staff act as very good role models, teaching children how to use cutlery and helping them to make the right choices about the food they eat. Babies and older children feel secure in the care of loving and experienced staff.

Outcomes for children are good

All children make good progress. Children develop the key skills needed for the next steps in their learning or for starting school. Individual children who have identified needs receive the support they need from their key person and external agencies to assist them in making steady progress. Care practices are effective in meeting babies and older children's physical and emotional well-being. As a result, children are happy and confident.

Setting details

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| Unique reference number | 251403 |
| Local authority | Suffolk |
| Inspection number | 1025528 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Age range of children | 13 - 34 |
| Total number of places | 50 |
| Number of children on roll | 52 |
| Name of provider | Bacton Under Fives Committee |
| Date of previous inspection | 10 December 2014 |
| Telephone number | 01449 780079 |

Bacton Under Fives Nursery was registered in 1979 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is located within a purpose built building in the Bacton area of Suffolk. It is managed by a committee. The nursery serves the local area and also provides out of school care. There is a fully enclosed area available for outdoor play. The nursery employs ten members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, 4 and 5. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.45am to 6pm. Children attend for a variety of sessions. There are currently 52 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

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