

Stutton Young Explorers

Holbrook Road, Ipswich IP9 2RY



Inspection date	30 January 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The senior management team are very focused on driving improvement and providing children and their families with the highest-quality provision.
- Staff benefit from an effective and well-established programme of professional development to help them continually improve their knowledge, understanding and practice. Effective systems of performance management and regular supervision meetings provide staff with feedback about ways of improving their practice.
- Some aspects of teaching are outstanding. The senior management team are excellent role models for less experienced staff.
- Children are exceptionally well prepared for school. Older children benefit from the opportunity to spend three mornings a week in the on-site school early years classroom. They join the Reception class children for routines, such as choosing a book from the school library and taking part in story time read by the Reception teacher. Children display excellent levels of confidence and familiarity in the school environment.
- Parents are highly complimentary about the staff team. Parents particularly praise how well informed they are and how this helps them to support their child's learning at home in ways that would not have occurred to them.
- Children are making progress which sometimes exceeds that expected for their age. Older children, in particular, display skills higher than normally expected for their age.
- Occasionally, staff teaching is not as fully focused as it could be, such as during changes in routines. At these times teaching is not consistently of the highest quality to ensure every child undertakes highly challenging activities.

What the setting needs to do to improve further

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

- focus monitoring and evaluation more sharply on helping all staff raise the quality of their teaching to a consistently higher level, to help every child make more rapid progress.

Inspection activities

- The inspector observed the quality of teaching indoors and outside and assessed the impact on children's learning. She spoke to staff and children during the inspection.
- The inspector carried out joint observations with the setting manager and the group manager.
- The inspector held a meeting with the setting manager and the group manager. She looked at relevant documentation, including evidence of the suitability of staff and committee members.
- The inspector took account of the views of parents through discussion and their written feedback.

Inspector

Gill Thornton

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge and understanding of their role in helping to protect children and keep them safe from harm. They are confident about the procedures to follow should they have any concerns about children's safety or welfare. All staff have attended relevant safeguarding training to help ensure their knowledge is up to date and in line with current guidelines and regulations. The management team use some innovative training ideas to promote team building and help staff share their skills and expertise. Staff work very closely with the on-site school and other professionals involved with a child to help promote a consistent approach to supporting children's welfare and development.

Quality of teaching, learning and assessment is good

Staff make good use of observation and assessment to help them plan a stimulating range of indoor and outdoor experiences to promote children's progress. They ensure parents are involved in all aspects of their children's learning. Parents are very grateful for staff's contribution and support. Staff place a high priority on promoting children's communication and language skills. They listen with interest to what children say and ask meaningful questions to encourage them to experiment and describe their findings. Children are eager to play outdoors. They excitedly explore their own ideas, such as what happens when they mix snow and mud together in the outdoor kitchen. Staff encourage children's interest in nature and teach them to show care and concern for living things.

Personal development, behaviour and welfare are outstanding

Staff work extremely closely with parents to help ensure children settle as smoothly as possible into the nursery environment. Staff are extremely sensitive in their interactions. They are highly skilled at helping children develop secure emotional attachments to their key person. Staff are extremely sensitive and responsive to the needs of babies. They are very focused on how babies communicate what they want and they respond with care and attention if children are upset. Staff implement highly robust policies and procedures to ensure they meet children's individual health and welfare needs at all times. They follow detailed care plans for the administration of medication and to ensure children's individual dietary requirements are met to the highest level. Children enjoy many opportunities for physical play in the fresh air. Staff skilfully teach children to be considerate and caring and to understand the impact of their behaviour on others.

Outcomes for children are good

Children develop key skills in preparation for the next stage of their learning. They are curious and imaginative learners who are eager to engage in activities. Older children demonstrate increasingly high levels of confidence and are extremely self-assured. They develop a strong sense of pride in their own achievements, such as when they proudly talk to the Reception teacher in front of the class. Children demonstrate good literacy skills. They listen and join in with favourite stories and rhymes. Some older children confidently write their own name and make up their own imaginative stories.

Setting details

Unique reference number	EY543367
Local authority	Suffolk
Inspection number	10089875
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 10
Total number of places	28
Number of children on roll	39
Name of registered person	Constable Country Childcare Committee
Registered person unique reference number	RP910495
Date of previous inspection	Not applicable
Telephone number	07561 504913

Stutton Young Explorers registered in 2017 and operates from within the grounds of Stutton Primary School. The setting employs seven members of childcare staff. Of these, six hold appropriate early years qualifications from level 2 to level 6, including one with early years professional status. The setting opens from Monday to Friday for 50 weeks of the year. Sessions are from 7am to 6pm and include a breakfast club and after-school club. The setting provides funded early education for two-, three- and four-year-old children.

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