

# Inspection of Foxglove Violet Hill

Chilton Primary School, Violet Hill Road, Stowmarket IP14 1NN

---

Inspection date: 20 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children learn to be confident and resilient learners at this nurturing pre-school. They arrive and confidently explore the stimulating activities indoors and in the inspiring outdoor area. Staff deploy themselves effectively and engage well with children in activities. Children of all ages show great confidence in social situations. They talk to visitors at the pre-school and engage them in conversation about their play. Children form close relationships with their peers. Staff are wonderful role models. They consistently demonstrate respectful behaviour to children and refer to them as their 'friend'.

Children demonstrate high levels of independence. Staff encourage children to wash up their own plates and cups at mealtimes. Older children enjoy taking on additional responsibilities, such as 'special helper', and excitedly help to prepare snack for their friends. Young children pour their own drinks and learn to attend to their own care needs, such as handwashing.

Children spend a significant amount of their day outdoors in the wonderful garden area. Young children laugh with friends as they crawl through the tunnels. Older children confidently balance and build with wooden planks and blocks, developing a good understanding of how to manage their own risks in play.

## **What does the early years setting do well and what does it need to do better?**

- Children show high levels of curiosity and concentration during activities. Staff allow children plenty of time to respond and share their own thoughts and ideas. They ask children thought-provoking questions when discussing the inside colour of fruits. Children make their own predictions and laugh with excitement, as they cut into a grapefruit and it reveals a red colour. Staff effectively extend children's learning during activities. For example, they encourage children to 'juice' their fruits and transfer this into a numbered tube. Children begin to learn about numbers and quantity as they identify how much more they need.
- Children generally behave well and staff take swift action to support them when any conflicts arise. Staff demonstrate and support children to learn how to share and take turns with each other. However, staff do not consistently help older children to develop an awareness of their own actions and why behaviour rules are in place. Consequently, older children have not yet developed the skills needed to manage their own conflicts independently.
- Staff strive to ensure children develop a love of literacy. They excitedly read stories to children and then encourage children to retell the story using props. Older children enjoy creating and displaying their own supermarket logos in the home corner, when engaging in make-believe play with friends. Children show an embedded knowledge of the different sounds that make up familiar words.

- Staff know children very well and all staff have a shared understanding of children's next steps in learning. They skilfully incorporate children's interests and adapt activities they provide, to support the individual abilities of all children. They monitor children's progress well. All staff complete regular observations to gather comprehensive information about children's abilities to inform their assessments and future learning goals. As a result, all children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning.
- Staff work closely with parents to identify what experiences children bring with them to the pre-school. For example, families of a Chinese heritage come and teach children different arts and crafts. However, leaders have not yet developed effective methods to find out what children already know and can do before starting, to give staff a clear understanding of their current stages of development.
- Relationships between families and staff are strong. Parents speak highly of the staff and highlight the personal and nurturing interactions they have with children. Parents state that their children are happy and feel safe and secure during their time at the pre-school. They comment on the significant progress children make in their communication and language development, and explain that their child's confidence has come on 'leaps and bounds' since attending.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff share an embedded knowledge of how to keep children safe. They confidently identify the signs and symptoms that could indicate a child is at risk from harm. Staff have a sound understanding of their process to follow to report any concerns, including if they are concerned over the conduct of a colleague. Staff receive regular training to ensure that their knowledge is kept up to date. This includes knowledge on wider safeguarding issues, such as county lines. Children are encouraged to manage their own risks during play. Staff supervise children extremely well in activities to ensure they are kept safe.

## **What does the setting need to do to improve?**

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

- support older children to develop an awareness of their own behaviour and how their actions can impact on others
- seek more detailed information from parents about children's learning to gain an effective understanding of what they already know and can do before starting.

## Setting details

<b>Unique reference number</b>	2629279
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10281136
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Foxglove Nurseries Ltd
<b>Registered person unique reference number</b>	2629276
<b>Telephone number</b>	01449 770950
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Foxglove Violet Hill re-registered in 2021 following a change in legal entity. The pre-school opens from Monday to Friday, during school term times. Sessions are from 8am to 4pm. The pre-school employs eight members of childcare staff. Of these, six staff hold appropriate early years qualifications at level 2 and above. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Holly Todd

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff and children spoke to the inspector during the inspection.
- The special educational needs and/or disabilities coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents and grandparents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023