

Inspection of Martlesham Preschool

Gorseland Primary School, Deben Avenue, Martlesham Heath, IPSWICH IP5 3QR

Inspection date: 25 April 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children are praised, valued, respected and encouraged to be the best that they can be at the pre-school. Leaders ensure that all children receive an outstanding early years experience that is fuelled by exceptionally high-quality teaching. This is delivered through a meticulously well-thought-out curriculum, strengthened by staff's own reflective practice. Staff's high expectations for children's development of their social skills, independence and physical development flow through the children's day. Children readily tackle obstacle courses in the garden, put on their own shoes and coats and chat enthusiastically to their friends and adults as they play.

Children with special educational needs and/or disabilities receive impeccable support. Staff know the children well, and home visits before and during children's time at the pre-school provide staff with an ongoing deep knowledge and understanding of each child. As a result, staff form strong connections with families, and detailed support plans are completed and reviewed in partnership with parents. This means that all children make the best possible progress that they can.

Music plays an important part in children's learning. Children sing nursery rhymes, follow actions and signing and enjoy dancing. Children sing 'I can sing a rainbow' as they swirl around in the garden, drawing on skills from the ballet they learn from the weekly sessions they receive at the pre-school.

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

- Children arrive at pre-school excited. Staff greet them with affection. Those who find it tricky to leave their parents are gently supported by their key person, who is quick to settle them. This means that children have strong bonds with staff and feel safe and secure. Parents comment that staff are supportive and say, 'they literally go above and beyond' and state their children 'love it'.
- Staff's use of books is inspirational. They expertly read with children, encouraging them to independently turn pages and talk about what they see. Staff ask questions to extend children's critical thinking and communication and language development. They use books to support children with understanding daily routines. They use props and incorporate role play alongside stories to bring them to life. For example, children creep excitedly around the room on a bear hunt, searching for a bear. As a result, children develop a fondness for books, which creates firm foundation for a love of early reading.
- High-quality teaching inspires wonder and curiosity. For example, children pour water from teapots, snip fresh mint leaves and squeeze limes into china teacups. Staff extend children's vocabulary as they tell children that they have made an

'infusion' as they mix in tea leaves.

- Staff calmly and skilfully lead yoga sessions, which present fun opportunities for children to strengthen their core muscles. Children show high levels of concentration and motivation as they closely follow instructions and carefully balance and stretch.
- Staff believe passionately in bringing a wealth of experiences to all children. Children learn French, gymnastics and theatre and dance. Visits outside of the pre-school enable children to explore their local community, with trips to the local woods, church and bakery. As a result, children develop an excellent knowledge of their local community and extend their individual cultural capital.
- Lunchtime is a busy social time and an opportunity for children to learn about their environment. For example, staff support children to check for symbols on packaging before they throw it away, to see if it can be recycled. Children talk about their food waste going to the chickens and that when they visit the chickens, they exchange food for eggs. As a result, children develop a curiosity and awareness about the importance of recycling.
- Staff quickly notice and take opportunities for children to build on skills they already have. For example, children count candles on cakes made from play dough. Staff support them to line up the candles in a row so that they do not miss any as they count. As a result, children develop problem-solving skills and an understanding of different ways to successfully tackle tasks.
- Children's behaviour is splendid. They share, wash up after snack, take turns and play collaboratively with their friends. Staff expertly support children to develop their self-regulation skills. For example, during a board game, staff support children to bring their friends into their play by discussing fairness and inclusion. This helps children to build friendships.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY415425
Local authority	Suffolk
Inspection number	10380352
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	47
Name of registered person	Martlesham Playschool Committee
Registered person unique reference number	RP523985
Telephone number	01473625986
Date of previous inspection	6 June 2019

Information about this early years setting

Martlesham Preschool registered in 2010 and is located in Ipswich. It employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday during school term time. Sessions are from 8am until 4pm. The pre-school provides funded early education for all eligible children.

Information about this inspection

Inspector

Vanessa Hancock-Sharman

Inspection activities

- The manager and the inspector completed a learning walk together. The manager talked to the inspector about their curriculum and what they wanted the children to learn.
- Children spoke to the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation and held a discussion.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on the children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the pre-school.
- Parents shared their views of the pre-school with the inspector.

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.

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