

St Matthews Pre-School

St Matthews Church Hall, 101 Tarring Road, WORTHING, West Sussex, BN11 4HB

Inspection date

06/05/2014

Previous inspection date

30/09/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children benefit from a well-qualified and consistently skilled team, which means that teaching is of a strong quality.
- Children enjoy lots of open-ended play in which they can set their own challenges. This helps children to be independent, active learners.
- Staff are skilled at developing children's vocabulary and extending their creative thinking. This gives children strong communication skills.
- The manager works very effectively to bring about improvements that are of direct benefit to children.

It is not yet outstanding because

- Staff do not fully support children's critical thinking and problem-solving skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children at play indoors and outside.
- The inspector examined a range of documentation, including staff suitability records, children's records and safeguarding procedures.
- The inspector and manager carried out a joint observation.
- The inspector met with parents to gather their views.

Inspector

Susan McCourt

Full report

Information about the setting

St Matthews Pre-School is a committee run group , which opened in 1973. The pre-school operates from three rooms in St Matthews Church Hall in Worthing, West Sussex and there is an enclosed outdoor play area. The pre-school organises specialist teaching in maths and music as part of its weekly offer. It is open each weekday from 9am to 3pm, term time only. There are currently 75 children in the early years age range, aged from two to five years on roll. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years old. The pre-school supports children with special educational needs and/or disabilities and children with English as an additional language. The pre-school is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The pre-school employs 10 staff, of whom nine hold an appropriate qualification. The manager has Early Years Teacher status.

What the setting needs to do to improve further

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

- enhance staff's teaching of problem-solving to fully develop children's critical thinking skills.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of how to meet the learning and development requirements. They provide a wide range of activities which cover all aspects of the curriculum and engage children in interesting play. Children enjoy many opportunities for self-directed play, choosing from activities and setting their own challenges. Staff are skilled at supporting free play and also provide good quality adult-led activities. This means that children make good progress in their learning.

Children have strong communication skills. They talk with children as they play, describing what is happening and asking open questions to extend children's ideas. Children enjoy conversation, and frequently use the wide variety of dens to settle down with their friends and have a chat. Children are also confident to share their ideas and experiences in group activities. Staff use key vocabulary with younger children so that they learn new words every day. Staff also know some key words where children speak additional languages, which supports learning in all the languages children speak. Staff provide strong support for children's choices and give clear explanations to help children make decisions. Children enjoy having a go at solving problems they come across, such as how to get magnetic trains to stay together over uneven surfaces. However, staff do not fully support children

in their critical thinking by guiding them to sorting out challenges in play. Children become very competent at counting and identifying numbers and simple calculations. This is because staff involve children in practical maths such as counting plates and cups at snack time, and counting the children and adults at story time. Staff also bring out comparative language, talking about measuring paper for a crown, and making things bigger, longer or shorter. As a result, children are confident in using terms which describe shape and size. Specialist teaching also supports children's mathematical knowledge. Children enjoy a wide range of open ended art activities with a wealth of craft and recycled objects that children can use to be creative. Staff are very skilled at teaching the craft aspects in order to help children create their own designs. For example, children know when to use glue and when sticky tape would be better. They understand the different properties of paper such as sticky paper and ordinary paper. This gives children a good understanding of design and expressive arts as well as their understanding of the world.

Staff work with parents to establish children's starting points when they begin at pre-school. Staff make frequent observations of all children's achievements every day and pass the observations on to the child's key person. A very effective planning system helps staff to use information from the observations to plan for children's next steps and organise activities for the following day or week. Staff have special responsibilities for different areas of learning and skilfully incorporate all children's learning needs into planned activities. This means that the children are continuously engaged in purposeful play that is targeted at their learning needs. Staff also take the time to carry out focused observations and activities for each child on a regular basis. This is particularly true of children with additional needs, who have individual plans to cater for their specific requirements. The system means that all staff have a good understanding of all children's individual needs and can tailor their teaching accordingly. Staff write regular summaries of children's progress to share with parents. Parents add their comments which builds a good partnership. Staff also write the progress check at age two, and a transfer form for school. Staff also track children's learning against expected levels of development to identify and address any achievement gaps. As a result, children make good progress given their starting points and capabilities.

The contribution of the early years provision to the well-being of children

Staff have built very effective key person relationships with children and their families. All families are offered home visits which helps children to get to know staff before they visit the pre-school. Parents take as many settling-in visits as they and their children require, which means that children are very familiar with the pre-school and learn to separate confidently from their parents. Children have space for their own belongings in pre-school and show a strong sense of ownership and belonging as they play. Staff have created a good learning environment where children can be independent, active learners. Staff arrange play materials at child-height so they can easily reach the resources. Children have lots of choice of activity and can play indoors or outside and still cover the whole curriculum. The outdoor area has a covered part for year round use, which supports children who are active learners. Children enjoy having the space to explore a wide range of activities and resources are of good quality, including lots of recycled and natural

objects.

Children have good opportunities to learn about healthy lifestyles. They have healthy snacks including fruit, and staff give parents a range of guidance about providing healthy, balanced packed lunches. Children have time to eat at their own pace and learn to manage pouring drinks and serving themselves. This supports their independent self-care skills. Children also grow herbs and some vegetables in the garden, so they understand where food comes from. Children follow well-established hygiene routines and spontaneously wash their hands before snack and after messy play. This helps to minimise the risk of cross-infection. Staff have a high regard for children's safety and teach them how to manage risks in a safe and supportive environment. For example, children know how to handle scissors, not to run indoors and how to use the climbing frames. Staff supervise children well and give clear explanations so that children can make good decisions about keeping safe. Children have physical activity equipment indoors and outside which helps them to develop their large muscles and sense of balance. Children also enjoy a wide variety of early writing activities which builds their small muscles.

Children's behaviour is good. They know the clear and simple golden rules which guide their behaviour and use them assertively to remind their friends how to behave. For example, children say they must use kind hands and take care of the toys. Children respond in mature ways and build strong friendships as a result. They cooperate in play and take turns, showing great pride in their achievements. Children are confident to talk to adults and in small groups because they know that staff value what they have to say. Children enjoy learning and are happy to have a go and explore the world around them. This means that they acquire good skills for their future learning.

The effectiveness of the leadership and management of the early years provision

The managers have a good understanding of how to meet the safeguarding and welfare requirements. The inspection took place following a notification from the provider of an incident where a child had an accident that required hospital treatment. At the time of reporting the incident, Ofsted found that changes to the committee had not been notified to Ofsted, which is a breach of requirements. The managers took all the necessary steps to address the breach and prevent a recurrence, so were compliant at the time of inspection. All staff and committee members undergo checks as to their suitability. The safeguarding policies and procedures are detailed and thorough. Staff understand their duties and responsibilities in child protection, and know what action to take should they have concerns about the welfare of a child. Staff have a high regard for children's safety. The manager completes an annual risk assessment and writes procedures to guide staff. For example, staff carry out daily checks and closely manage children's arrival and departure times to support children's safety. All other records and documentation are well-organised and professionally maintained, which underpins children's well-being.

The manager has good systems in place to monitor and support the work of staff. She has a strong understanding of staff's strengths because she works alongside them in all

aspects of the pre-school work. She carries out regular observations and appraisals to build their professional skills in teaching, and identify courses and qualifications which enhance their knowledge and understanding. As a result, the staff team is well qualified and works at a consistently good standard. The manager collates all the tracking information written by staff and analyses the data this gives her to identify where groups of children may have achievement gaps. For example, data from last year's cohort showed that some children had an achievement gap in their mathematical abilities. The manager employed a specialist organisation to work with staff and children and data analysis now shows the achievement gap narrowing. This demonstrates that the manager is very skilled at bringing about improvements that have a direct impact on the achievements of children.

The manager and staff have a high regard for the parents and families they work with. Staff hold an open morning regularly to give parents an informal time to talk about children's progress and see the work of the pre-school. Parents receive a daily feedback about the child's day and staff post their weekly plans on a noticeboard for parents to see what activities are happening. Staff also provide activity packs for parents to use at home, which supports consistent learning. Parents are very welcome to attend and share their skills with the children, such as a visit from a dental hygienist to help children learn about caring for their teeth. This builds a strong partnership with parents. Staff also work closely with other professionals to support children where possible. This means that children with additional needs receive consistent help as the speech therapist or autism service is guiding staff and parents with strategies for the child. Staff also have close relationships with receiving schools, making visits and compiling photograph books so that children can familiarise themselves with the school. Staff share information as appropriate with other day care settings children may attend. This means that all children benefit from strong partnership working.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	113726
Local authority	West Sussex
Inspection number	966318
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	35
Number of children on roll	75
Name of provider	St Matthews Pre-School Committee
Date of previous inspection	30/09/2010
Telephone number	01903 218071

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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