

Saltdean Pre-School

St Nicholas Church Hall, Saltdean Vale, Saltdean, Brighton, East Sussex, BN2 8HA

Inspection date	11/09/2014
Previous inspection date	05/01/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- Staff use effective strategies to promote positive behaviour, which helps children develop very good habits and behave appropriately.
- Staff give clear messages to children that help them to understand hygiene and a healthy lifestyle and promote their well-being.
- Staff and management have a good knowledge and are secure in knowing the procedures to follow when child protection concerns are raised with children or adults. This means they promote children's welfare and safety well.

It is not yet good because

- Staff do not consistently promote children's communication, language and critical thinking skills by asking purposeful questions using words such as what and why.
- Staff do not work fully in partnership with other settings that children attend to support consistency in meeting children's individual learning needs.
- The systems used for supervision are not fully effective in supporting all the staff in coaching and training to improve their practice and children's outcomes.

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.

Inspection activities

- The inspector observed children in all indoor and outdoor areas of the setting.
The inspector sampled a range of documentation, including medication and accident records, children's registration documents, children's attendance records, staff files and supervision documentation and the setting's safeguarding policy and procedures.
- The inspector held ongoing discussions with the children, the staff and the manager through out the inspection, including discussions about safeguarding issues.
- The inspector took account of parents' views during discussions on the day.
- The inspector discussed leadership and management and carried out a joint observation with the manager.

Inspector

Jacqueline Walter

Full report

Information about the setting

Saltdean Pre-school registered in 1994 and is managed by a parent-run committee. It operates from St Nicholas Church Hall, in Saltdean on the outskirts of Brighton, East Sussex. All children have access to an enclosed outdoor play area. The pre-school is open each weekday, term time only from 9am to 12 noon, although some children attend to 12.55pm for a lunch club. Tuesday sessions only run from 9am to 12 noon.

The pre-school is registered on the Early Years Register. There are currently 24 children on roll in the early years age group. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities and children who are learning to speak English as an additional language.

The pre-school employs six members of staff. Of these, five including the manager, hold appropriate early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching and use of questioning to support the more-able children to further develop their communication and language and critical thinking skills.

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

- strengthen the systems to promote partnership working with other settings that children attend, so as to create a cohesive approach to supporting children's individual care and learning needs
- strengthen the supervision systems to provide coaching and training for all staff to improve the outcomes for children.

Inspection judgements

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

Staff demonstrate a sound understanding of the learning and development requirements of the Early Years Foundation Stage. They use this knowledge to help children make

suitable progress towards the early learning goals. This helps the children prepare for school and their future learning. Children enjoy practising physical skills during a variety of activities. For example, they enjoyed pushing their dolls' buggies, riding the scooters and using small shovels in the sand tray in the outside area. Young children also enjoyed using scissors to cut out shapes when creating collages. This helps them learn to coordinate their smaller muscle movements. Staff help children to develop some understanding of the world around them. For example, they provide an interactive table display, linked with a topic of All about Me, which includes books on people and animals and their characteristics. Children are encouraged to develop positive relationships with both their friends and the adults that work with them. They engage in a circle time at the beginning of the session, where they sing and do actions to a welcoming song. In addition to this the staff encourage them to observe and discuss the weather, the day and date of the week and then link them to visual images and words they provide. This helps children to use their senses and develop their knowledge and understanding of written numbers and words.

The quality of teaching is sound. Staff position themselves at the children's level and consolidate children's growing vocabulary by naming items and resources, and adding new words to promote the younger children's language. However, they often miss opportunities to develop the older children's language and creative thinking skills by predominately using closed questioning. This limits the opportunities for children to think about what they need to say and extend their vocabulary. Staff provide good opportunities for children learning English as an additional language to develop their understanding of English as well as use their home language in the pre-school. For example, they regularly welcome another professional from an ethnic minority support group to interact with the children. Staff also learn words in the children's home language to ensure the children are warmly welcomed into the pre-school. This helps to support the children's language development at home.

Staff use the information they gather from their observations to help children achieve appropriately overall. They identify children's starting points through conversations with parents and through the Celebrating Me forms that parents complete. Staff complete regular observations to identify children's achievements and their next steps in learning. Staff use this information well to plan activities that help to meet the children's individual learning needs and interests. As a result of working closely with the local authority advisor they have recently introduced more regular summaries of children's learning. Although this is not yet fully embedded, it is starting to have a positive impact as staff clearly monitor children's progress and identify any gaps in their learning. Staff complete the required progress checks for two-year-old children and share this with their parents. This enables them to monitor the children's progress in the key areas of development.

Parents are appropriately involved in their children's learning. Staff share information regarding the children's care, achievements and how learning can be supported at home appropriately. For example through conversations between their key person and parents when children arrive or are collected from the pre-school. Parents are able to effectively share information through regularly completing forms on what their children are doing at home. However, the pre-school does not work consistently in partnership with other settings that children attend to meet children's individual learning needs together. As a

result, staff cannot be sure that the activities they offer complement the children's learning elsewhere.

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

There is an effective key-person system in place. This provides good continuity and consistency of care for the children. Staff implement good strategies to help settle new children. For example, they encourage parents to participate in settling-in visits according to each child's individual needs. They also discuss information about the children's interests and routines at home. This enables staff to have a good understanding of children's individual needs. With exception of one or two children that are very new to the setting the children are happy, settled and display good levels of confidence and self-esteem. For example, new children are happy to inform staff of their needs, including what food they do not want to eat. Children proudly share their achievements with staff and visitors. For example, they show and discuss their finished construction models.

The learning environment helps children progress towards the early learning goals. Children are able to easily choose from an appropriate range of resources. Toys and activities are safely organised, providing children with good opportunities to develop their independence and decision-making skills. For example, in addition to pre-cut shapes being made for younger children, the staff provide easily accessible resources and equipment that encourage the more-able children to create their own art work. The environment reflects the wider world. For example, staff display children's creative work in the pre-school, as well as translations of rhymes from the Greek language. This demonstrates that diversity is valued and also encourages the parents to continue the children's learning at home.

Staff use good positive strategies to promote children's good behaviour. Children benefit from their use of lots of praise and encouragement. Staff take time to successfully build children's skills in cooperating with others. For example, they successfully implement systems such as Helpers of the Day. As a result children are keen to behave positively. For example, they approach staff when they feel upset and work together with tasks before their snack. These strategies effectively promote the children's self-confidence and sense of responsibility.

Staff work successfully with parents, in providing healthy snacks and lunches as required. For example, they discuss with parents about providing a healthy packed lunch and implementing their No Sweets policy when the children begin at the pre-school. Children enjoy helping to prepare healthy food, such as fresh fruit salads. They also enjoy the cooking of noodles, where they choose the accompanying ingredients from a healthy selection available. In addition to this, at lunchtimes, the staff encourage the children to eat the savoury food from their lunchboxes first. They also talk with children about how the healthy food they eat helps them to grow strong. This helps the children develop a good understanding of eating healthily. Staff gather information on children's special dietary requirements from parents and meet these particular needs effectively.

Children have good opportunities to develop their understanding of hygiene. For example, they engage in regular routines, such as washing their hands before all their meals. As a result they know they should wash their hands using soap to ensure they are clean. Children are developing a good understanding of how to keep safe as staff discuss with them actions they need to take and the reasons why. As a result children are confident in knowing that they should not run inside the pre-school as they may fall and hurt themselves. They also know to hold hands and watch for cars when on their outings. Staff encourage children to be physically active. All children have free-flow access to the outside area, where they can use equipment such as climbing frames and balancing beams. This means they can regularly enjoy fresh air and opportunities to develop their physical skills.

Staff effectively help children prepare for moves into their new schools, so they feel happy and secure. Children are able to participate in taster visits to their new school before they move. They also get to meet their new teacher who visits them in the pre-school setting. This helps children gain confidence and familiarity with their new school staff and the environment. Pre-school staff also talk positively with children about the activities they do on their taster days and provide a graduation ceremony for children to participate in. These strategies help the children feel confident and positive when they ultimately transfer to school.

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

The management team has a sound understanding of their responsibilities in meeting the learning and development requirements overall. However, there are weaknesses in how well staff promote communication, language and critical thinking skills with the more-able children. In addition to this, the partnership with other settings that children attend is not fully effective for all children.

Staff's knowledge and understanding of implementing the safeguarding and welfare requirements of the Early Years Foundation Stage is also sound. Arrangements for safeguarding children are good. Staff and management have a good knowledge of the procedures to follow when concerns are raised with children or adults. Staff conduct and regularly review risk assessments on both the premises and on outings to help ensure that children can play and learn in safety. They are also vigilant in ensuring safety by making sure that safety chains are used on the exit doors at all times children are present and they fit covers to electrical sockets. Staff and management meet the adult-to-child ratios and staff deployment is appropriate. As a result children are within sight and hearing of staff at all times. The majority of staff hold a first-aid qualification. This means children's health and safety is promoted effectively and children can access emergency first-aid treatment quickly.

The leadership team uses robust recruitment and vetting procedures to appoint staff and to ensure the staff are aware of their roles and responsibilities. For example, they take up written references and enhanced Disclosure and Barring Service checks are completed for each member of staff. In addition to this, the management remind staff to confirm their

ongoing suitability on an annual basis. This means the management take effective steps to ensure the staff are suitable to work with children.

The leadership and management team have effective systems overall to evaluate their provision and practice. They complete a self-evaluation form and set targets for improvement in the outcomes for children. Through staff attending local network meetings and working with the local authority advisors they have obtained a level two quality assurance scheme for two-year-olds. Therefore allowing the pre-school to access funding and offer places for this age group. The staff have introduced activities such as growing bulbs with the children. This has helped to develop the children's understanding of the natural world. Committee members that hold designated roles have also completed training, for example a safeguarding course. This has successfully improved the promotion of the children's safety. The manager welcomes views and ideas from both parents and staff. As a result of the parents' forum staff now allow parents and children to wait in the foyer during inclement weather. In addition to this, ideas from staff, such as a white board that make suggestions for parents on the activities they can do at home, is currently being implemented. Management and staff have appropriately addressed recommendations made previously at inspection. For example, staff have introduced a gazebo and plastic guttering, as well as alphabet, number freezes and bunting in the outside environment. These have successfully supported children in developing skills using number, space and measure as well as providing protection for them from the sun. Staff now share the children's summary learning sheets during regular term meetings with the parents. This gives the children's key person clear opportunities to promote a cohesive approach in the children's learning. The management implements appropriate supervision and appraisal opportunities for staff overall. For example, weekly staff meetings take place and the manager works alongside the staff on a daily basis. This gives them opportunities to discuss any concerns around children's development or well-being and supports some aspects of the children's individual needs. However, the systems being implemented regarding the staff's formal supervisions have recently become infrequent and the manager has yet to fully implement monitoring systems, such as observations of staff practice. Therefore, some staff are not effectively offered support, coaching or training. Consequently, this hinders the drive for improvement and outcomes for children.

Staff provide an appropriate range of information for parents. This is shared well and includes the pre-school's policies and procedures, records relating to their public liability insurance and certificate of registration. This helps everyone be aware of their responsibilities. Parents are pleased with the provision that the staff provide. They say that the staff are very friendly and the environment is very safe. Through discussion and documentation staff demonstrate they are fully aware of procedures to effectively support children that have special educational needs and/or disabilities. For example, medication records show that medication is safely administered and the staff liaise with the local authority advisory team to give further advice and support in meeting the children's individual needs.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	130769
Local authority	Brighton & Hove
Inspection number	842889
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	24
Name of provider	Saltdean Pre-School Committee
Date of previous inspection	05/01/2012
Telephone number	01273 307 973

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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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Piccadilly Gate
Store St
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M1 2WD

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