

# Angmering Village Pre-School



Village Hall, Station Road, Angmering, Littlehampton, West Sussex, BN16 4HH

## Inspection date

23 April 2015

Previous inspection date

13 September 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Some staff do not interact purposefully with children to develop and extend their learning.
- Managers do not consistently provide staff with effective support or clearly identify ways in which to develop their practice.
- Staff do not always manage group sizes as well as possible during activities. This means that children lose focus because the groups are too large.

### It has the following strengths

- Children are happy and settle quickly at the setting. They are independent and have a sound knowledge of the daily routine.
- Staff organise the environment well. The resources are easily accessible, which enables children to choose, explore and make decisions about their play.
- Staff have sound relationships with parents. They provide them with a range of information, including their child's achievements and progress. They encourage parents to contribute to their child's development records and to continue learning at home.

## What the setting needs to do to improve further

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

- improve staff interactions with children in order to provide rich and challenging learning experiences
- develop the use of monitoring and observing staff practice to effectively provide feedback at supervision to enhance the quality of teaching.

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

- consider group sizes during adult-guided activities so that children remain engaged in their learning.

## Inspection activities

- The inspector observed activities in the indoor and outdoor areas.
- The inspector tracked children's development and sampled the setting's written documentation.
- The inspector took part in a joint observation with both managers.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents to gain their views of the setting and staff.

### Inspector

Hannah Barter

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff observe children's play, identify their interests and plan for their next steps in learning. The environment is predominantly child led and some staff incorporate learning as children play. However, the quality of teaching is variable because not all staff provide children with good levels of interaction. Therefore, they do not always provide suitable challenges or extend their learning. Children enjoyed creative activities, such as making crowns, and confidently described the tools and materials they were using. Staff encouraged them to measure their crowns, which developed children's mathematical development and problem-solving skills. Children enjoy making marks in a variety of ways and do so with confidence. However, some staff do not talk to children about what they are doing or ask purposeful questions to help them think or to challenge them.

### **The contribution of the early years provision to the well-being of children requires improvement**

Children thoroughly enjoy playing in the fresh air outdoors, which contributes to a healthy lifestyle. They played with their friends and found pretend monsters. They worked together to find a way to escape from them and hide. Children ran freely around the garden and shrieked with excitement as they ran away from the monster. Children have an understanding of hygiene procedures and wash their hands before eating. Children's behaviour is acceptable. However, this depends on how well the staff manage the activities and group sizes. Staff help children learn how to keep themselves safe. They practise fire drills, which help children learn how to evacuate in emergencies. Children have close relationships with their key person, staff and other children. Key persons work in partnership with other settings and schools that children attend. They discuss their key children's next steps, which provides a consistent approach to learning. Managers liaise with headteachers and take children on visits to their new schools. Consequently, this helps children prepare for their move to school and supports their emotional well-being.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

Managers have a reasonable understanding of their responsibilities and a suitable range of policies, which staff implement to help keep children safe. They use appropriate procedures for recruitment to check the suitability of staff. Managers ensure that staff attend regular external training so that they understand child protection procedures and their responsibilities in keeping children safe. However, managers do not rigorously monitor the quality of teaching or provide staff with training to support their practice effectively. This means that there are inconsistencies in teaching. Managers review children's next steps regularly and look at progress children have made. The managers have started to evaluate practice and have improvement plans; they aspire to improve. However, these have not had a positive impact on the quality of teaching to date.

## Setting details

<b>Unique reference number</b>	113358
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	839849
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Angmering Village Pre-school Committee
<b>Date of previous inspection</b>	13 September 2010
<b>Telephone number</b>	07881 687623

Angmering Village Pre-School registered in 1995. It operates from Angmering Village Hall, in West Sussex. The setting opens five days a week, during term time, from 9.15am to 12.15pm. There are six members of staff, of whom three hold appropriate early years qualifications. The setting receives free early years educational funding for children aged two, three and four.

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.

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