

Play Centre Pre-School

102 The Street, Rustington, Littlehampton, West Sussex, BN16 3NJ



Inspection date

11 May 2015

Previous inspection date

8 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff plan and provide a range of activities that motivate children to learn and extend their learning. Consequently, all children make good progress in preparation for future learning and their move to school.
- Staff regularly observe children and, therefore, have a good knowledge and understanding of their interests. They use these as a starting point for planning.
- Children have strong relationships with staff and seek them out to take part in their play. This demonstrates that they feel safe and secure in their care.
- Partnership working with parents is good. Staff provide parents with information about their children's development but also encourage them to share details of children's experiences at home. This supports children's learning and emotional well-being.
- Some staff receive regular training on supporting children with additional needs and share their knowledge with colleagues. This has a positive impact on children, as staff have a good knowledge of how to close the gaps in their development.
- The manager and staff have good relationships with additional settings and schools. They work in partnership to support children's development and share next steps.

It is not yet outstanding because:

- Staff do not always provide support when children explore technological equipment. Therefore, they occasionally miss opportunities to develop children's learning.
- Staff do not encourage children to prepare and cut their toast at snack time. This does not make the most of everyday routines to promote children's independence and self-help skills.

What the setting needs to do to improve further

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

- provide more support for children when using technological equipment to enhance their learning opportunities and confidence
- ensure staff promote children's independence during routine times of the day, such as snack time, to promote their self-help skills.

Inspection activities

- The inspector observed activities in the indoor and outdoor environment.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector took part in a joint observation with the manager.
- The inspector sampled the setting's paperwork and tracked children's development.
- The inspector spoke to parents to gain their views on 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 is good

The quality of teaching is good. Children are confident communicators because staff ask good, purposeful questions which encourage them to think and answer. Staff make good use of children's play ideas to help them learn and develop their knowledge. For example, while children explored play dough, staff showed them books about going to the dentist and encouraged them to mould the dough into the shape of teeth. Children asked relevant questions which staff answered comprehensively to develop their understanding. Staff promote children's early literacy skills and knowledge of numbers. While younger children enjoy practising early writing skills, older children have a go at writing numbers, which staff support them in recognising. Staff praise and encourage children which motivates them to try. Children laugh with excitement as they play games. Staff also take part but allow children to lead the activity and make decisions about what they would like to do.

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

Children have a good understanding of the routine and know what staff expect from them. They arrive happily and say goodbye to their parents outside the setting while staff encourage them to walk in independently. This prepares them for their move to school. Children have secure relationships with each other and behave well because they are motivated and engaged in learning. Staff teach children how to take turns, which further supports the development of their social skills in preparation for school. Children learn how to manage their own safety when climbing. Staff remind them to move slowly but allow them to make decisions about how to get to the top. Children demonstrate high levels of confidence and staff praise their achievements. Staff provide children with opportunities to plant fruit and vegetables. This successfully teaches them about the natural environment and allows them to take responsibility for living objects.

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

The manager and staff have a secure knowledge and understanding of the safeguarding and welfare requirements. The manager places high importance on refreshing staff's knowledge and provides them with regular training. Consequently, children are safe. Recruitment procedures are robust and staff complete a lengthy induction process to ensure their suitability. The manager often observes staff practice and carries out regular supervision sessions. During these times she discusses staff training needs as well as children's individual progress. The manager also oversees all planning which allows her to identify strengths and areas for development in the provision. The manager strives to improve and considers feedback from parents. For example, parents found it difficult to review their children's development records on paper. Therefore, the manager is in the process of transferring this online so parents can access it at a time to suit them.

Setting details

Unique reference number	113651
Local authority	West Sussex
Inspection number	839886
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	15
Number of children on roll	45
Name of provider	Arun Community Church
Date of previous inspection	8 March 2011
Telephone number	01903 850984

Play Centre Pre-School registered in 1992 and operates from Arun Community Church in Rustington, West Sussex. The setting is open every day during term times from 9am to 12pm, and 12.45pm to 3.45pm. There are nine members of staff. Of these, the manager holds Early Years Professional Status and six hold appropriate early years qualifications. The setting receives funding for free early years education for children aged two, three and four.

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