

Southern Cross Pre-School

103 Trafalgar Road, Portslade, Brighton, East Sussex, BN41 1GU



Inspection date

10 June 2015

Previous inspection date

6 October 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 skilfully support children who speak English as an additional language and children who have special educational needs and/or disabilities. They effectively help all children to make good progress in their learning.
- The management is dedicated to making continuous improvements. They use a range of effective ways to evaluate their practice. Staff demonstrate commitment to provide a high-quality learning environment and opportunities for all children.
- Staff meet children's individual needs well. Children are settled and have secure and trusting relationships with the staff that care for them.
- Staff maintain a good level of communication with all parents so they feel fully included and informed about their children's learning and development.
- Staff prioritise the safety of the children. They have a good understanding of the procedures to follow and know how to report any concerns to protect children's welfare.
- The staff interact positively and consistently with the children. As a result, they are confident and develop good listening and speaking skills.
- Staff plan a wide range of activities that help children to get along with others, follow rules and to do things independently, such as putting on their shoes and coats. These skills prepare children for school.

It is not yet outstanding because:

- Staff miss some opportunities to talk to children about themselves and others and display their work so they know their efforts are highly valued and important.
- Staff miss opportunities to enhance children's understanding of mathematical language and how to solve simple number problems.

What the setting needs to do to improve further

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

- enhance opportunities for children to develop positive ideas about themselves and others and know their efforts are highly valued and important
- strengthen children's understanding of mathematical language and simple number problems.

Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector viewed the areas of the nursery that children use.
- The inspector observed staff interacting with the children.
- The inspector sampled written documentation, including children's progress reports, and policies and procedures.
- The inspector spoke to staff and children, and gathered and considered the views of parents.

Inspector

Kelly Hawkins

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff provide a wide range of activities to engage and motivate children to promote learning and development. Children confidently choose activities in the well-organised and stimulating learning areas. Staff encourage children to select resources independently and they skilfully extend their learning. For example, children enjoy stories and staff help them make links to the real world in their discussions. Staff use a range of techniques to develop children's communication and language skills. For example, staff use lots of questions to enhance children's speaking and listening skills. Children develop good letter recognition and writing skills. Staff actively engage parents in their children's learning. For example, they invite parents to be helpers, to regular events and encourage their contributions to their children's learning records. Parents speak highly of their level of involvement.

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

The staff establish good relationships with the children, who arrive happy, quickly engage in activities and enjoy learning. Children seek out staff for support, offer spontaneous acts of affection, such as hugs, or start conversations. Staff have good links with other professionals and work closely with other settings that children attend. This ensures that there is a consistent approach to help promote children's learning. Staff encourage discussions that help children understand the importance of caring for others and living things. For example, they observe tadpoles and make comparisons to a book about the life cycle of a frog. Children enjoy keeping active outside and develop good physical skills. They learn about the importance of healthy eating and the effect food and drink has on their bodies. For example, children know that calcium is good for your bones and teeth.

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

Management ensures staff maintain a safe environment. They complete risk assessments daily to identify and remove any hazards. Management ensures staff follow the procedures to protect the welfare of all children. Robust procedures are in place to ensure the suitability of staff. The manager supports and encourages staff's professional development and provides training and supervision. She regularly monitors staff practice and the effectiveness of the learning environment. For example, she identified training to enhance working with two-year-old children. As a team, they have successfully made changes to the environment so the younger children can access and engage fully in good learning experiences. Staff continue to develop their practice and ideas, for example, they attended persona doll training. This has helped teach children to understand about diversity and develop empathy. Management accurately monitors children's progress. As a result, any gaps in children's learning are closing and they make good progress.

Setting details

Unique reference number	130772
Local authority	Brighton & Hove
Inspection number	840812
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	28
Name of provider	Southern Cross Pre-School Committee
Date of previous inspection	6 October 2011
Telephone number	07890 322105

Southern Cross Pre-School registered in 1992. It operates from two halls in Southern Cross Evangelical Church in Portslade. The setting opens during school term time, from 9.15am to 2.45pm on Monday to Thursday, and 9.15am to 12.15pm on Friday. The setting is in receipt of funding for the provision of free early education for children aged three and four. The setting employs 10 staff, of whom nine, including the manager, hold appropriate early years qualifications.

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