

Beckley Pre-School Playgroup

Beckley Village Centre, Main Street, Beckley, Rye, East Sussex, TN31 6RN



Inspection date	3 July 2015
Previous inspection date	18 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		Outstanding	1
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 foster exceptional partnerships with parents. Parents readily share children's learning from home and children are well supported with this effective communication. These achievements are celebrated with 'WOW' moments that are shared at pre-school to support their learning and development.
- Staff accurately identify next steps in learning for children. They have a precise and well organised planning and observation system to enable all children to be well supported.
- Staff create successful links with other settings and share observations about children's learning and interests. This promotes continuity in children's care and education and supports them to make excellent progress in their learning.
- Children are very well supported to lead their own play. Children are very motivated to explore and develop their ideas. This means that they are very well prepared for their move on to school.
- Staff reflect on their practice for continuous improvement of the setting through their reflection tree. They identify developments to support children's learning, development and well-being with positive results.

It is not yet outstanding because:

- Staff support children to understand about being active to support their healthy lifestyles. However, they do not fully promote children's awareness of resting and having quiet times, for example, after mealtimes.
- Staff do not always further extend children's understanding about the world around them and their immediate community.

What the setting needs to do to improve further

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

- further support children's good understanding of healthy lifestyles by enabling them to understand the importance of rest and quiet times
- continue to develop children's understanding of the world around them through involvement in the local community.

Inspection activities

- The inspector spoke to parents, viewed their feedback and took their views into consideration.
- The inspector held a meeting with the manager and spoke with the nominated person.
- The inspector observed activities and children's play inside and outdoors, and sampled children's learning records.
- The inspector viewed documentation including policies and procedures, suitability of staff and committee, and self-evaluation.
- The inspector carried out a joint observation with the manager.

Inspector

Sarah Taylor-Smith

Inspection findings

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

Staff support children's learning exceptionally well as they know children's next steps very well and are able to support and extend their play. Children have an excellent range of mark-making opportunities and routinely use them in their play well. For example, children pretended to be police officers, wrote out tickets and handed them out to their friends playing on the cars and bikes. Children take part in stimulating physical activities where they follow instructions very well and work exceptionally well as a team. Children comment that they are sweaty, showing they have a very good understanding of how their body works. Children excitedly explore the corn flour play and mix it together with water. Staff help children to observe the different effects of adding water and placing it on different surfaces. Children develop and explore this throughout the day, giving them excellent opportunities to build on their creative processes.

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

Children arrive at pre-school happy and excited to begin their session. Children show how settled they are when their parents come to collect them and comment that they do not want to go home yet. Staff support children well to understand how to behave appropriately. Staff give children confidence to voice their feelings if something is happening that they do not like. Staff also ensure that they give children positive age-appropriate explanations about their behaviour. This fosters children's good relationships with each other and their personal social and emotional development very well. Children demonstrate their independence skills by initiating sweeping up after activities themselves. The older children support the younger ones by helping them to peel fruit at snack time. This creates a supportive care environment for children. Children are encouraged to begin to apply their own sun cream to support their understanding of keeping themselves safe. Staff are close by to help and discuss the process.

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

The leadership team is fully aware of the requirements of the Early Years Foundation Stage. Staff receive effective supervision and targeted professional development programmes in order to develop skills and outcomes for children. For example, staff completed training to support children's physical development to form speech sounds. Staff have incorporated this with interesting activities to help children experiment with sounds. They review children's overall progress and develop areas to fully promote children's learning. The manager also receives information about children's progress for those who have left for school in order to effectively support the current children moving on to school. Staff regularly complete safeguarding training to ensure that they have up-to-date knowledge on how best to keep children safe.

Setting details

Unique reference number	109387
Local authority	East Sussex
Inspection number	839591
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	32
Name of provider	Beckley Pre-School and Northiam Nursery Committee
Date of previous inspection	18 March 2011
Telephone number	01797 260582

Beckley Pre-School Playgroup opened in 1973. It is one of two settings run by a voluntary committee and operates in Rye, East Sussex. It is open from 9am until 3pm on Monday, Thursday and Friday, from 9am until 12pm on Tuesday, and from 9am until 1pm on Wednesday. There are six members of staff, all of whom hold appropriate early years qualifications. The nominated person holds Qualified Teacher Status. The pre-school provides free early education for children aged two, three and four years old.

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