

St Peters Pre-School

St. Peters Church Centre, Street Lane, Ardingly, Haywards Heath, West Sussex,
RH17 6UN



Inspection date

15 July 2015

Previous inspection date

14 October 2011

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 does not meet legal requirements for early years settings			

Summary of key findings for parents

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

- Staff do not deploy themselves effectively within the environment to provide a consistently good amount of extension or challenge during children's play.
- Staff do not provide a good balance of planned activities and those children choose for themselves. Therefore, staff miss opportunities to strengthen children's learning.
- The manager does not provide targeted support for staff through effective supervision or specific training to enhance their practice.
- There are limited opportunities for children to see print within the environment to develop their literacy and mathematical knowledge.

It has the following strengths

- Staff use an effective range of strategies to help children learn how to take turns and share resources.
- Staff have a sound knowledge of children's interests and use observation and assessment to track children's development and identify their next steps in learning. This means that children make fair progress in preparation for school.
- The manager and staff have good relationships with other settings children attend and schools. They share information about children's development and incorporate information that they receive into their planning. This provides a consistent approach for children.
- The manager and staff have effective relationships with parents. Staff share information with parents about their child's development and keep them involved in their child's learning.

What the setting needs to do to improve further

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

- ensure staff are deployed effectively so that they are able to provide children with purposeful interactions and support
- ensure there is a good balance of activities which staff plan or children can choose for themselves to promote their learning experiences
- develop staff supervision to provide them with support and coaching to promote the learning interests of children and improve practice.

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

- make use of print within the environment to develop children's literacy and mathematical development.

Inspection activities

- The inspector observed activities in the indoor and outdoor environments.
- The inspector sampled written documentation and children's development records.
- The inspector spoke to staff to gauge their knowledge and understanding of their roles and responsibilities.
- The inspector took part in a joint observation with the manager.
- The inspector spoke to parents and the chairperson to gain their feedback 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 requires improvement

Staff provide children with a range of activities and resources that they access confidently. Staff supervise children but do not always deploy themselves effectively, so the quality of teaching is variable. Staff do not provide consistent support or extension during children's play. For example, children enjoyed exploring paints and told staff what they were doing. However, staff did not talk to children or ask questions to promote their thinking skills. Although staff influence children's play with resources they provide, staff do not deliver a good balance of activities that provide challenge to their development. For example, children use technological equipment, which they do so with ease. The manager and staff are aware that children can do this independently but do not provide further resources to challenge them. Some staff give children time to experiment during play which enables them to gain a sense of achievement as they solve problems.

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

Children have a secure understanding of what staff expect and behave well. They listen to instructions and respond appropriately. Children play well together and support their friends' play ideas. Staff encourage children to resolve disagreements between themselves and talk about their feelings. This develops their social skills. Some staff provide good support to children who need reassurance and comfort. They sit with them in a quiet area, explore books and ask questions about the pictures. However, there are limited opportunities for children to see print in other areas of the environment. Children play outside in the fresh air and staff provide various ride-on toys, which contributes to their physical well-being. Children laugh as they push and pull each other along on their tricycles while others show excitement when they find worms.

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

The manager understands her responsibilities and has a range of written documentation to support children's health, safety and well-being. Regular training ensures staff have a suitable knowledge of safeguarding procedures and know how to keep children safe. However, the manager does not focus training on improving the teaching skills of all staff. Furthermore, recent training attended has not had a positive impact on staff practice. The manager uses recruitment and induction procedures that are sufficient and ensure the suitability of staff. However, the manager does not provide staff with targeted support or identify training needs through effective supervision. Therefore, checks on the quality of teaching are not rigorous enough. Regular staff meetings enable the manager to monitor children's development and to identify any gaps in learning. The manager is committed to improving the provision and has made various improvements to resources. Although these improvements are positive, the manager has not focused on developing staff practice.

Setting details

Unique reference number	113730
Local authority	West Sussex
Inspection number	839900
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	42
Name of provider	St. Peter's Pre-School and Toddler Group Committee
Date of previous inspection	14 October 2011
Telephone number	01444 892462

St Peters Pre-School registered in 1992 and operates from St Peters Church Centre in the village of Ardingly near Haywards Heath. The setting is open Monday to Thursday from 9.15am to 2.45pm and Friday from 9.15am to 12.15pm, term time only. There are five members of staff; of these, three hold a level 3 qualification and one has Qualified Teacher Status. The setting receives funding for free early years education for children aged two, three and four.

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