

# Peasmarsh Flying Start Pre-School



Peasmarsh C of E Primary School, School Lane, Peasmarsh, Rye, East Sussex, TN31 6UW

**Inspection date** 7 October 2015  
Previous inspection date 9 July 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children make good progress and form close relationships with staff. The staff team knows the children well, and plans to meet their individual needs and extend their learning opportunities effectively.
- Parents are well informed and fully involved in their children's learning and development. Staff share learning ideas and resources to provide a consistent approach between home and the pre-school.
- Staff maintain close links with schools and other early years providers children attend, sharing information about their development. Staff prepare children well for the move to school. Children learn to be independent.
- Children with special educational needs, disabled children and those learning English as an additional language make good progress. Staff use resources effectively and provide individual support.
- The management is determined to continue to make positive changes. It regularly monitors its practice. Children are engaged in new ideas and enjoy learning.

### It is not yet outstanding because:

- At times, staff are inconsistent in the messages they give to children about good manners.
- The staff do not always organise group times well to fully engage younger children.

## What the setting needs to do to improve further

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

- monitor staff to ensure they provide consistent messages to children about good manners
- review the organisation of group-time activities to fully engage the younger children.

### Inspection activities

- The inspector viewed the indoor and outside environments.
- The inspector observed the staff's interaction with children.
- The inspector looked at the written documentation, including a sample of the policies and procedures.
- The inspector spoke to children, parents and staff, and took their views into consideration.
- The inspector carried out a joint observation with the manager.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The manager monitors the quality of teaching through regular supervision meetings. She encourages staff to undertake regular training opportunities. She uses these meetings to make positive changes to practice, keeping children engaged and motivated in learning. Staff work well together as a close team and communicate effectively to review and evaluate activities and the learning environments. This helps them to meet the needs of all children. Staff are qualified, knowledgeable and experienced. They promote all areas of learning effectively indoors and outside. The manager collects and records accurate information about the individual and group progress of the children. Safeguarding is effective. All staff give high priority to the effective safeguarding procedures to fully support the safety and welfare of all children.

### Quality of teaching, learning and assessment is good

Children take an active role in many well-planned learning experiences. For example, children enjoy gardening. Staff extend children's learning well, encouraging them to pull up the grown carrots and wash and prepare them ready for snacks. Staff promptly identify and address any emerging gaps in progress through effective observation and tracking. Children develop good communication, listening and speaking skills. Staff promote this well in many ways, such as constant interaction, talking about what children are doing and good questioning techniques. Children solve problems independently and staff encourage them to think for themselves.

### Personal development, behaviour and welfare are good

Children have their achievements on display and staff give them constant praise and encouragement. Children feel safe and secure and have a good sense of belonging. The children play well together and staff are good role models. Overall, children behave well. They are kind and respect each other. For example, children use the 'buddy bench' to listen to each other's stories. The children choose from a wide range of resources and celebrate events to help them develop an understanding of differences in society. All children have good opportunities to develop physical skills as they climb and balance. Children follow good health and hygiene routines and understand how to care for their own needs. They develop good physical well-being and learn about healthy lifestyles.

### Outcomes for children are good

Children are progressing well. They have a good knowledge of early mathematics and writing skills. They develop good skills for future learning and for the move to school.

## Setting details

<b>Unique reference number</b>	EY341517
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	827480
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Peasmarsh Flying Start Playgroup Committee
<b>Date of previous inspection</b>	9 July 2009
<b>Telephone number</b>	01797230325 option 3

Peasmarsh Flying Start Pre-School registered in 2006. It operates from a purpose-built room within the primary school in the village of Peasmarsh, East Sussex. The pre-school is open every weekday from 8.30am to 3.30pm during term time. The pre-school is in receipt of government funding for children aged two, three and four years old. There are five members of staff, all of whom hold appropriate early years qualifications to level 3.

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