

# Fishbourne Pre-School

48 Blackboy Lane,, Fishbourne, Chichester, West Sussex, PO18 8BE



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 13 October 2015 |
| Previous inspection date | 4 March 2010    |

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

## Summary of key findings for parents

### This provision is outstanding

- The well-qualified staff team has an excellent understanding of the different ways children learn. They spend time getting to know each child, accurately identify each child's starting points and tailor experiences to meet their individual needs.
- Children develop very strong bonds and relationships with their key person and this helps to fully foster their emotional well-being. They settle exceptionally well on arrival and confidently make choices in their play.
- Partnerships with parents are excellent. For example, staff keep them very well informed about their children's progress and provide ideas on how to support their children's learning at home. Parents are tremendously complimentary about the care and learning the children receive.
- Staff actively support children's speech and language, for example, they skilfully ask children questions and give them time to respond. This helps children to be very confident communicators.
- The supervisors and management committee monitor the quality of provision exceptionally well and involve staff, parents and children in the evaluation process. They swiftly identify areas for development to ensure continuous improvement.

## What the setting needs to do to improve further

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

- enhance opportunities to use the strengths of the highly qualified staff team even further.

### Inspection activities

- The inspector had a tour of the pre-school and took part in a joint observation with a supervisor.
- The inspector held discussions with the supervisors and chair of the committee.
- The inspector held discussions with key persons and staff.
- The inspector took into account the views of parents spoken to on the day.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records of children and evidence of the suitability of staff.

### Inspector

Jane Franks

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The supervisors and management committee work exceptionally well to implement the requirements of the Early Years Foundation Stage. Safeguarding is effective. Robust recruitment procedures help to ensure that adults working with children are suitable to do so. All staff have an excellent understanding of safeguarding procedures and know what to do if they have concerns about a child in their care. Supervisors accurately monitor children's progress to swiftly identify and close any gaps in their learning. Staff supervisions and appraisals are highly effective in recognising individual strengths and specific training needs. Staff are committed to improving their professional development and extending their practice through ongoing training.

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

Staff provide a highly stimulating, welcoming environment that motivates children to learn. They initiate their own play and independently choose resources. Staff complete accurate assessments of children's progress to plan their learning and skilfully extend activities to suit their individual needs. Children become engrossed in role play activities. For example, they work exceptionally well as a team fixing their car in the garage, which helps develop their muscles as they manipulate screwdrivers. Children develop excellent writing skills and have a very good awareness of mathematical concepts. For example, they record the safety checks they make and discuss the shape of tyres. Staff teach children literacy skills at an early age, for instance, they learn to recognise signs and labels in context.

### Personal development, behaviour and welfare are outstanding

Staff are very positive role models and recognise the uniqueness of each child in their care. When small squabbles between children occur, they encourage them to think about a solution. This helps children learn to work as a team and to resolve issues independently. Children respect the views of their friends and behave exceptionally well. Staff promote children's physical well-being extremely well. For example, on arrival children enthusiastically discuss with staff what they had for breakfast and staff seize this opportunity to talk with children about healthy food. Children develop excellent independence skills which help to prepare them well for school. Children show a very good awareness of their personal safety. For example, they excitedly transport construction blocks across the outdoor play area with great care.

### Outcomes for children are outstanding

All children make excellent progress in relation to their starting points. Staff build excellent relationships with the local schools and other early years providers. This helps to foster children's emotional well-being and supports their move on to the next stages in their learning exceptionally well.

## Setting details

|                                    |                               |
|------------------------------------|-------------------------------|
| <b>Unique reference number</b>     | EY340127                      |
| <b>Local authority</b>             | West Sussex                   |
| <b>Inspection number</b>           | 827463                        |
| <b>Type of provision</b>           | Full-time provision           |
| <b>Day care type</b>               | Childcare - Non-Domestic      |
| <b>Age range of children</b>       | 0 - 5                         |
| <b>Total number of places</b>      | 26                            |
| <b>Number of children on roll</b>  | 43                            |
| <b>Name of provider</b>            | Fishbourne Pre School Limited |
| <b>Date of previous inspection</b> | 4 March 2010                  |
| <b>Telephone number</b>            | 01243 779298                  |

Fishbourne Pre-School Limited registered in 2006 under its current ownership; however, it has been in operation since 1986. It is run by a management committee and is situated in purpose-built premises in Fishbourne close to the city of Chichester, in West Sussex. The pre-school is open from 8.30am to 4pm, Monday to Friday, term time only. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. There are eight practitioners working directly with children; all hold appropriate early years qualifications.

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