

Redhill Baptist Church Pre-School

Hatchlands Road, Redhill, Surrey, RH1 6AE



Inspection date	25 January 2016
Previous inspection date	1 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The partnership with parents is good. Staff use effective ways to involve parents in all aspects of their children's learning. For example, they discuss children's interests and share their next steps in learning.
- The staff know each child very well. They observe their key children's development closely and plan effectively to move them on to their next stage in learning. Children make good progress from their individual starting points.
- The manager and staff evaluate the quality of provision and their practice well to drive continuous improvements in the quality of children's care and learning.
- Children behave well. Staff use effective methods to encourage children to listen to, and respect, each other. Children play together well and learn to share their toys.
- Staff are caring and attentive to children's needs. They settle them in well and form strong bonds with all children, who are happy and secure.

It is not yet outstanding because:

- Staff do not always give children sufficient time to think and respond to questions, to further develop their thinking skills.
- Children are not always fully engaged in group activities to help extend their play and learning further.

What the setting needs to do to improve further

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

- strengthen good teaching skills further by consistently giving children sufficient time to think and respond when questioning and talking to them
- take all possible steps to engage all children fully in their learning during group activities.

Inspection activities

- The inspector observed teaching practices and the impact these had on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.

Inspector

Ben Parsons

Inspection findings

Effectiveness of the leadership and management is good

The manager has high expectations for the level of care and learning children receive. She shows strong leadership and supports staff's personal development well. The staff team has regular meetings with the manager to identify aspects of their practice to develop further and access relevant training courses. For example, from recent training staff have introduced new ideas to develop children's outdoor learning. The manager and staff monitor and track children's progress closely and any gaps in development are quickly identified. The manager effectively supports all staff and children to close gaps in learning. The pre-school has good links with local schools. The staff arrange visits with teachers and encourage information sharing to support children's move to school. Safeguarding is effective. All staff attend safeguarding training and have a good understanding of how to deal with any child protection concerns.

Quality of teaching, learning and assessment is good

The staff plan a wide variety of learning experiences for children. Children show good motivation in their learning and spend a long time engaged in activities. For example, children enjoy taking their time cutting and sticking different materials to make pictures. The staff know how to promote children's play positively and how to help them achieve. Staff promote mathematical development well. For instance, children confidently count toys and recognise numbers during play. Staff skilfully support children's language development. For example, they repeat speech back to children and show them how to use full sentences.

Personal development, behaviour and welfare are good

The staff provide a welcoming environment where children are happy and at ease. They gather detailed information from parents, which they use to help children settle quickly into the setting. Children enjoy cuddles with staff and are keen to include them in their play. Staff act as good role models for children. Children develop good social skills and a secure understanding of the need to value differences in the world. Staff consistently praise and encourage children and this builds their self-esteem and confidence for future learning. Children develop a strong sense of independence. For example, they choose when to play in the well-equipped outside play area and are supported to dress themselves.

Outcomes for children are good

All children, including those with additional needs, make good progress in their learning in relation to their starting points. Children learn secure mathematics, communication and physical skills and socialise very well. They gain the confidence and skills needed for their next stages in learning.

Setting details

Unique reference number	122606
Local authority	Surrey
Inspection number	840416
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	29
Number of children on roll	64
Name of provider	Redhill Baptist Church Pre-School
Date of previous inspection	1 March 2011
Telephone number	07546215824

Redhill Baptist Church Pre-School registered in 1992. It is located in Redhill in Surrey. It is open from 9am to 12 noon and 12.30pm to 3pm on Monday, Tuesday, Thursday and Friday, and from 9am to 12 noon on Wednesday, during school term time only. The setting employs 15 staff; of these, nine hold appropriate early years qualifications, including one with Early Years Professional Status, and three others hold Qualified Teacher Status. The setting receives government funding for children aged three and four years, and for some children aged two years.

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