

Plaistow Pre-School

Winterton Hall, Plaistow, Billingshurst, West Sussex, RH14 0PX



Inspection date	29 January 2016
Previous inspection date	10 October 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 quality of teaching is consistently good. Well-qualified staff use their knowledge, experience and qualifications effectively. They understand how children learn and plan activities based on their individual needs and interests. Children make good progress in their learning.
- Children are happy and demonstrate a strong sense of belonging because they form positive relationships with staff. Staff show genuine care and interest during their interactions with children.
- Children's safety and safeguarding are central to everything the staff do. Children have excellent opportunities to think and learn about staying safe in a wide variety of situations. Staff teach children about hygiene routines and why some rules are needed to promote their well-being effectively.
- Staff organise resources well, to enrich children's learning and entice them to play.
- Staff work effectively with parents and other professionals to provide consistent and coordinated care and learning for children.

It is not yet outstanding because:

- Arrangements for the monitoring of staff's performance are not yet fully embedded to focus on raising the quality of teaching to a consistently outstanding level.
- Staff do not always help children develop their thinking and problem-solving skills fully.

What the setting needs to do to improve further

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

- strengthen further the programme for performance management so that it is more precisely targeted to enhance the quality of teaching to an outstanding level
- help children develop their thinking and problem-solving skills further.

Inspection activities

- The inspector observed the quality of teaching and the impact on children's learning, inside and outside.
- The inspector completed a joint observation with the pre-school leader.
- The inspector held a meeting with the pre-school leader and looked at relevant documentation, such as a range of children's records, planning and evaluation documentation, and the information exchanged with parents and external professionals.
- The inspector spoke to a selection of parents and children during the inspection and took account of their views.
- The inspector reviewed documents and procedures relating to safeguarding, and checked a selection of other policies.

Inspector

Simon Hobbs

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a clear understanding of their role and responsibility in protecting children. Recruitment procedures are robust and the manager checks the ongoing suitability of staff. All staff receive regular training, and detailed policies and procedures support their good practice. The pre-school has an accurate view of what it has achieved and needs to do further. For example, they have improved the organisation of the playroom so children can make more independent choices in their play. The manager monitors children's progress and the quality of staff's assessments to identify and address any gaps in children's development.

Quality of teaching, learning and assessment is good

Staff know individual children extremely well and actively exchange information with parents about their children's emerging skills and abilities. Staff make accurate assessments of children's progress and have high expectations of children. They use this information to plan experiences to promote children's next steps in learning so that they remain motivated. Children develop very good communication and language skills. For example, they engage in lively conversations with staff and listen well as staff offer clear explanations. Children move freely between the learning environments. They confidently initiate their play using the range of good quality resources available, which helps to promote their independence. Children develop good mathematical and literacy skills. For example, they confidently identify pasta letter shapes and count handfuls of pasta as they play. There are good links between the pre-school staff, other agencies and schools to promote consistency for children moving on to school.

Personal development, behaviour and welfare are good

An effective key-person approach means that children's individual care needs are valued and respected. Staff employ a variety of suitable methods to support children in considering the needs and feelings of others. Children's behaviour is good. For example, they play effectively together, share toys and treat all resources with respect. Staff promote children's health and well-being effectively. For example, they have good opportunities to play outdoors and enjoy healthy meals and snacks. Well-established routines help children build their self-confidence and self-care skills.

Outcomes for children are good

Children make good progress based on their starting points. They develop the strong foundations they need to prepare them well for the next steps in their learning.

Setting details

Unique reference number	113649
Local authority	West Sussex
Inspection number	839885
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	24
Number of children on roll	20
Name of provider	Plaistow Play School Committee
Date of previous inspection	10 October 2011
Telephone number	01403 871329

Plaistow Pre-School registered in 1992. It is located in Winterton Hall, in Plaistow, West Sussex. It is managed by a voluntary parent committee. The pre-school is open Monday and Thursday from 9am until 1pm and Tuesday, Wednesday and Friday from 9am until 3pm, term time only. There are six members of staff, four of whom hold relevant qualifications at level 3. The pre-school receives funding to provide free early education for children aged three and four years.

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