

Cottage Pre-School

St. Marys Social Centre, Christie Road, Lewes, East Sussex, BN7 1PL



Inspection date

24 February 2016

Previous inspection date

6 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Staff are skilful teachers who challenge children's learning well. For example, they ask children to predict outcomes, such as how far along the track different sized cars might travel.
- Staff are all excellent role models for behaviour. They are very calm, gentle and are consistently polite.
- Managers and staff are committed to improving the provision and outcomes for children. For example, they sought support to effectively address the weaknesses identified at their last inspection.
- Children develop skills ready for their future learning and make good progress. Staff monitor children's achievements closely and effectively identify and plan how to help children move on to the next steps in their learning.
- Staff develop good partnerships with parents and share a range of information with them about their children's learning experiences to keep them well informed.

It is not yet outstanding because:

- Children play outside at set times, which does not always fully support those who prefer to learn outdoors.
- At times, staff do not always use opportunities to support children to reflect on their past experiences to help them make observations and connections with current activities, to build on their learning further.

What the setting needs to do to improve further

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

- review the use of the outdoor area, in particular to support those children who learn better outside
- strengthen opportunities for children to make more links between activities and past events to help them reflect on their experiences further.

Inspection activities

- The inspector observed the quality of teaching both inside and outside.
- The inspector looked at a range of documentation, including staff's and children's records.
- The inspector conducted a joint observation with the supervisor.
- The inspector spoke to parents to gain their views about the setting.
- The inspector talked to staff about their roles and how they plan for children's learning.

Inspector

Jill Steer

Inspection findings

Effectiveness of the leadership and management is good

Managers implement rigorous recruitment and induction procedures to check that staff are suitable for their roles. Ongoing support for staff develops their skills well and builds a strong team that works effectively together to support children's care and learning needs. Staff training needs are identified to improve their knowledge and children's care and learning. Safeguarding is effective. All staff complete child protection training and know what to do to keep children safe. Managers and staff keep their knowledge of early years practice current. For example, managers attend local meetings and share information with staff. Managers monitor the quality and success of children's learning experiences to quickly identify and take steps to address any gaps in the provision.

Quality of teaching, learning and assessment is good

Staff have a good understanding about how children learn and know how to make it enjoyable and interesting. They introduce and teach children about mathematics, language and understanding routines, such as during play and activities. For example, staff talk about shapes, sizes and colours during activities and routines such as mealtimes. Children search for circles in their food, compare sizes of fruits and anticipate how different the inside of a pineapple looks. Staff provide good opportunities for children to make choices and to purposefully use their early writing skills. For example, children help staff to write lists of activities and toys that they would like out later in the session.

Personal development, behaviour and welfare are good

Staff develop secure attachments to children and are very supportive in meeting all their needs. For example, they find out what languages children speak at home and display these in the learning environment. Staff help children to keep safe, such as reminding them to close scissors after cutting with them. Children's health is promoted well. For example, staff discuss healthy options at mealtimes. Children have high levels of independence that build their confidence and motivation to learn. They move around freely, choosing resources to play with. Children play cooperatively with their friends, sharing and taking turns. Staff warmly praise and encourage children to promote their self-esteem.

Outcomes for children are good

Children develop skills that prepare them well for their future learning, and they make good progress from the start. They develop strong listening and language skills. Children enjoy music and rhythm, for example, they enthusiastically play instruments and sing along to a ukulele. They develop positive levels of confidence and independence. Children are well prepared for the next stage in their learning, including school.

Setting details

Unique reference number	109404
Local authority	East Sussex
Inspection number	1009164
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	19
Name of provider	Friends of the Cottage Playgroup Committee
Date of previous inspection	6 March 2015
Telephone number	01273 476177

Cottage Pre-School registered in 1990. It operates from a hall in St Mary's Social Centre in Lewes, East Sussex. The pre-school is open each weekday during term time from 9am to 3pm on Mondays and Wednesdays, and from 9am to 12 noon on Tuesdays, Thursdays and Fridays. There are five members of staff, of whom four hold recognised early years qualifications, including one member of staff who has an early years foundation degree. The pre-school receives funding to provide free early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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