

Singleton Playschool

Singleton CE Primary School, Singleton, Chichester, West Sussex, PO18 0HP



Inspection date

22 March 2016

Previous inspection date

30 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 management committee has taken effective steps to address the weaknesses from the last inspection. For example, qualified staff have been recruited to help maintain qualification ratios.
- Staff are effective teachers. They use their experience and knowledge well to provide good-quality learning opportunities for children.
- Staff are caring, engage well with the children and help them to make good progress.
- Children are supported in their independence. For example, they carry out tasks such as setting out the table and prepare fruit at snack time.
- Staff work well with other early years professionals and agencies to help support and provide continuity in children's learning.
- Parents comment that staff create a warm and happy atmosphere. They recognise that their children's confidence in the use of language and communication has grown since they started attending.

It is not yet outstanding because:

- The outdoor environment does not always provide children with as many exciting experiences and activities as indoors, to strengthen their learning even further.
- Staff do not always provide information to parents so they can further extend children's learning at home.

What the setting needs to do to improve further

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

- improve the range of play experiences available to strengthen the all-round learning and develop for those children who prefer to learn outside
- build on the already good partnerships with parents so they can further extend children's learning at home.

Inspection activities

- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector spoke to the leader and staff about how they plan for children's individual learning needs and how they monitor their progress.
- The inspector checked evidence of the suitability and qualifications of staff and the self-evaluation and improvement plans.
- The inspector talked to the chair of the management committee to discuss progress.
- The inspector talked to available parents to seek their views.

Inspector

Janet Thouless

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff risk assess activities and confidently discuss child protection, and know what to do should they have any concerns about a child's welfare. Safe recruitment and induction are robust. Management carries out check for all members of staff to ensure they are suitable for their role. Staff receive regular support from management to reflect upon and develop their own teaching. Staff embrace training opportunities and implement new ideas, such as supporting children's communication and language skills. Staff have good links with the host and local schools to help children move smoothly onto the next stage of their learning. For example, key persons discuss individual children's needs with teachers and their stage of development.

Quality of teaching, learning and assessment is good

Effective observation and assessment systems are implemented to monitor children's progress and to close any gaps in learning. Staff plan an interesting and challenging learning environment based on the developing interests of children. Staff support children's literacy skills well. Children enjoy looking at books and listening to stories. They show an interest in writing their names and the written words displayed around the environment. Staff provide plenty of opportunities for children to use a wide range of resources and materials to help develop their creativity.

Personal development, behaviour and welfare are good

Staff are good role models and provide children with consistent support and guidance. Staff value the contributions that children make and actively listen to their views and opinions. This contributes towards children's confidence and self-esteem. Staff support children to understand the feelings and opinions of each other and they play cooperatively together. The environment is planned so that children can access resources freely and make choices in what they want to play with. Children develop their large physical skills well, such as using a range of equipment outdoors, which also helps to promote good health. For example, children develop good balance and coordination as they safely negotiate a 'trim trail' and enjoy running around the school's playing fields.

Outcomes for children are good

Children make good progress in their development, given their starting points in learning. They have a positive attitude to new experiences and are eager to participate in the activities on offer. Young children enjoy exploring different textures and develop good language and communication skills. For example, as they mix flour and water together, staff encourage children to join in conversations and express their ideas on the changes that take place when water is added to dry ingredients. All children enjoy play and learning, and acquire good skills for their future learning, such as attending school.

Setting details

Unique reference number	113696
Local authority	West Sussex
Inspection number	1030057
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	15
Number of children on roll	16
Name of provider	Singleton Playschool Committee
Date of previous inspection	30 September 2015
Telephone number	01243811679

Singleton Playschool registered in 1996. It operates from a classroom in Singleton Primary School in Singleton, West Sussex. The playschool is open on Monday, Wednesday and Friday from 9am to 12.30pm, and on Tuesday and Thursday from 9am to 3pm. Tuesday and Thursday afternoon sessions focus on supporting those children preparing to move on to school. The provider receives funding for children aged two, three and four years. There are five members of staff; one holds Qualified Teacher Status and three hold early years childcare qualifications.

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