

# Blackboys Pre-School

Blackboys, Gun Road, Blackboys, Uckfield, East Sussex, TN22 5JY



## Inspection date

21 April 2016

Previous inspection date

20 May 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

- Children are motivated to learn and enjoy a good range of learning opportunities. For example, the outdoor environment is used particularly well to support their learning. Children make good progress and develop skills for their future.
- Children form positive relationships with staff and each other. They behave very well, and know what is expected of them. They cooperate with the staff and their friends, and learn to negotiate, take turns and share.
- The manager and staff work closely to raise the quality of the provision and teaching. For example, they keep up to date with current early years practice, and the manager supports staff securely through individual and group meetings.
- Children's learning experiences and progress are monitored effectively. For example, the manager and staff track children's progress carefully. They frequently reflect on the quality of the learning experiences and the environment they provide, and make well-considered changes that improve outcomes for children.

### It is not yet outstanding because:

- Occasionally, staff do not make the best possible use of all experiences to extend children's learning further, such as about the care of a lamb that children help to feed.
- Partnerships with other early years settings that children attend are not always successful. For example, staff miss opportunities to share information about children's learning and progress, to provide a consistent approach to meeting their needs.

## What the setting needs to do to improve further

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

- make effective use of all opportunities, in particular unique experiences, to extend children's learning further
- strengthen partnerships with other settings that children attend, to share information about their learning and development progress to support them more consistently.

### Inspection activities

- The inspector observed children engaged in activities indoors and outdoors throughout the inspection.
- The inspector spoke to staff, children and parents during the inspection.
- The inspector viewed a sample of documentation, including children's and staff's records, planning and policies.
- The inspector conducted a joint observation with the manager.

### Inspector

Jill Steer

## Inspection findings

### Effectiveness of the leadership and management is good

Effective improvements have been made since the last inspection. The committee and manager have a secure understanding of their responsibilities, such as keeping the required paperwork. Good partnerships with parents involve them in their children's learning well. For example, staff find out about what children do at home. They keep parents well informed about their children's achievements and offer ideas to try at home to support learning consistently. Safeguarding is effective. The manager and staff have a good understanding of what to do if they have concerns about a child's welfare. Funding is used effectively. For example, staff completed training in relation to children's specific needs to further improve the support they provide.

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

Staff plan a broad range of activities and resources that reflect children's next steps in learning and their interests. They interact well with children and support their learning effectively. For example, staff ask children questions that help them to solve problems independently and think for themselves. Staff build effectively on children's confidence and willingness to learn. For example, children remained interested and concentrated well when staff read books to them. Staff teach children about letter sounds and shapes to support their literacy skills. They provide a range of meaningful writing experiences, such as in the role play area. For example, children write letters that they put in envelopes and then pretend to post them.

### Personal development, behaviour and welfare are good

Children learn about staying safe, such as through discussions with staff about fire safety. They work very well together. For example, children found containers to transport water and stirred in 'ingredients', such as sand, to make a 'potion' together. Children are confident and ask for help when needed. They develop a good sense of responsibility, such as tidying up willingly. Staff support children's effective understanding of healthy lifestyles. For example, they talk to children about the importance of exercise. Children enjoy being active and challenge their physical skills. For example, they develop good balance and coordination when moving across the stepping stones of different heights.

### Outcomes for children are good

All children make good progress and are well prepared for the next stage in their learning. They independently make choices about their play and learn from the good range of resources available indoors and outdoors. Children confidently use technology, such as a photocopier to copy pictures to take home or display. They use their mathematical knowledge effectively. For example, they estimate the length of sticks and work out how to place lengths of guttering so that cars will roll down it.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 109388  |
| <b>Local authority</b>             | East Sussex   |
| <b>Inspection number</b>           | 1015918   |
| <b>Type of provision</b>           | Full-time provision   |
| <b>Day care type</b>               | Childcare - Non-Domestic  |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 2 - 4   |
| <b>Total number of places</b>      | 24  |
| <b>Number of children on roll</b>  | 38  |
| <b>Name of provider</b>            | Blackboys Pre-School Committee  |
| <b>Date of previous inspection</b> | 20 May 2015   |
| <b>Telephone number</b>            | 01825 891 113   |

Blackboys Pre-School registered in 1992 and is run by a voluntary committee. The pre-school operates from a village hall in Uckfield, East Sussex. The pre-school is open each weekday from 9.15am to 3.30pm during term time. Extended hours are available from 7.45am to 6pm. There are five members of staff employed to work with the children; of these, four hold relevant early years qualifications at level 3. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school also receives early education pupil premium funding for eligible children.

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