

Southwater Village Hall Pre-School

Church Lane, Southwater, West Sussex, RH13 9BT



Inspection date	26 April 2016
Previous inspection date	18 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 staff are able to support children of different abilities. For example, during a story, younger children were entranced by the facial gestures of the reader, who also extended older children's learning with new words, such as 'cloak'.
- Children choose activities and follow their own interests. They are motivated to learn and engage in different activities. Children develop skills they need for school.
- Children's behaviour is very good. The management and staff are good role models and effectively manage children's behaviour.
- Children have good relationships with staff, which helps to strengthen their emotional well-being. For example, staff praise children to help build their self-esteem and confidence.
- The manager has effective monitoring systems. These help her identify any areas of learning for development to ensure all children continue to make good progress.

It is not yet outstanding because:

- The manager and staff do not always involve children in the evaluation of the service provided or seek their views on how they could develop the setting further.
- At times, the manager and staff do not provide parents with ideas and information on how to continue their 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:

- involve children in the evaluation of the service provided and seek their views on how the setting could improve further
- improve opportunities for parents to continue their children's learning at home.

Inspection activities

- The inspector viewed the premises.
- The inspector observed staff interacting with children.
- The inspector interviewed the manager and carried out a joint observation.
- The inspector spoke to children and viewed their activities.
- The inspector spoke to parents and took account of the written views of some parents.

Inspector
Susan Allen

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff keep up to date with new ideas to improve their practice. For example, they bought a wheelbarrow to encourage children to participate in planting. Partnerships with other settings that children attend are effective, for example, staff share children's next steps in their learning. This helps to provide continuity in children's development. The management is supportive and provides staff with training to improve their practice and teaching skills. For example, staff attended a course on how to support children's behaviour and their individual needs. Safeguarding is effective. Staff know what to do if they have a concern about children's welfare and who to contact.

Quality of teaching, learning and assessment is good

Staff are able to engage children in activities that meet their individual needs. For example, staff use a sensory bag with resources of different textures to engage specific children's curiosity and attention. Staff provide a varied range of activities that motivate and capture children's interest as they learn. For example, as children make bread, they measure out the ingredients and explore the textures. Children focus and engage in activities for long periods of time. Staff support children's understanding of mathematics very well. For example, when identifying shapes some children are able to name a 'pentagon'.

Personal development, behaviour and welfare are good

The manager and staff know the children very well. Children are confident, happy and settled. The manager and staff encourage children to be aware of their own safety. For example, children tidy up and are aware that discarded toys might be a trip hazard. Staff help children learn about healthy lifestyles, for instance, they talk to them about the importance of a balanced diet. Staff support children in their understanding of diversity in a number of ways and gently challenge them about their ideas. For example, they use positive images to explain to very young children that any gender can be a bus driver or a nurse. Children learn to be tolerant of others and respectful of others' beliefs.

Outcomes for children are good

Children's physical skills develop well, for example, they use the outdoor area for exercise and learning to control a ball. They develop good social skills. For instance, they learn to take turns and willingly play games together. Children develop good communication and language skills that prepare them for the next stage in their learning or school. Children are aware of their own needs and how to manage them. For example, the older children are able to go to the toilet unaided.

Setting details

Unique reference number	113706
Local authority	West Sussex
Inspection number	825047
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	42
Number of children on roll	72
Name of provider	Southwater Village Hall Pre-School Committee
Date of previous inspection	18 October 2011
Telephone number	01403 733954

Southwater Pre-School registered in 1992. It operates from two rooms at the Southwater Village Hall, in Southwater, near Horsham, West Sussex. The pre-school opens each weekday during school term times, from 9.15am to 4pm on Monday, Tuesday and Thursday, and from 9.15am to 12.15pm on Wednesday and Friday. The pre-school employs 12 staff, of whom seven hold relevant early years qualifications at level 3.

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