

# Ripe and Laughton Pre-School



Laughton Village Hall, Church Lane, Laughton, Lewes, East Sussex, BN8 6AH

## Inspection date

6 May 2016

Previous inspection date

20 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

- Management ensures that support for staff's professional development is a priority to improve the good levels of teaching further.
- Staff bond very well with children and effectively meet their emotional needs. Children feel secure and confident to explore and ask for help when necessary.
- All children make good progress from their starting points. Staff quickly identify and address any gaps in their learning with additional support.
- Children behave well. For example, they play happily alongside each other and follow the positive behaviour and language used by staff.
- Parents are kept well-informed about their children's progress. Staff support them well to extend their children's learning at home, for instance, by letting them borrow resources.

### It is not yet outstanding because:

- At times, staff miss opportunities to help children develop their own ideas and methods for doing things.
- Management do not always actively gain and act on the views of parents to help evaluate the provision and improve children's outcomes.

## What the setting needs to do to improve further

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

- develop opportunities for staff to give children time to think and talk about their own ideas and to solve problems independently
- ensure that parents' views are actively gained when evaluating the effectiveness of the pre-school practices.

### Inspection activities

- The inspector toured the premises and observed the impact of teaching on children's enjoyment and development.
- The inspector spoke with parents to gain an understanding of their views.
- The inspector completed a joint observation of an activity with the manager.
- The inspector sampled a range of documentation.
- The inspector spoke with the manager and staff about their practice and the impact of this on children's learning and development.

### Inspector

Claire Watson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Management and staff have a secure understanding of child protection issues and procedures to help keep children safe. The management and staff reflect on their practice and identify areas to develop and raise the quality of provision even further. For example, staff are completing forest school training to extend the quality of teaching and experiences for children who enjoy learning outdoors. Management monitors children's progress effectively and ensure that staff address and close any gaps. For example, staff work alongside other early years professionals to meet children's individual needs.

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

Staff supervise children effectively; for example, as children play independently they are on hand to offer support when needed. They plan a wide variety of activities using the range of good-quality resources well. For example, children explore different textures as they play with wooden play food and metal pots and pans. Staff understand how children learn and support their communication and language development well. For example, at lunchtime, children chat about their families and what they have been doing at home. Staff develop and extend children's physical skills well. For example, children play outside every day, where they experience activities, such as balancing, sliding and digging in mud.

### Personal development, behaviour and welfare are good

Staff encourage children to become independent in their personal care needs. Children learn important social skills, such as being cooperative and patient. For example, they know to wait their turn at the snack table until a chair becomes free. Children are confident, eager to explore and happy to make choices about what they play with. Staff encourage children to eat and drink healthily. Management supports this further; for example, they provide a good range of information to parents about healthy food options. Children learn about and value other people's differences, for example, when they celebrate the Chinese New Year and Hindu festivals.

### Outcomes for children are good

Children are prepared well for the next stage in their learning and for the move on to school. For example, children practise their early writing skills and learn how to write their names clearly. They enjoy mathematical challenges; for instance, they count the pieces of fruit as they help to chop them up at snack time. Children are motivated, curious and keen to learn more. For example, they enjoyed making bridges and roads for their cars, out of building blocks.

## Setting details

<b>Unique reference number</b>	511227
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	836956
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Ripe and Laughton Pre-School Committee
<b>Date of previous inspection</b>	20 October 2011
<b>Telephone number</b>	07504198593

Ripe and Laughton Pre-School registered in 1995 and is situated in Laughton, East Sussex. It is open from 9am to 3.15pm, Monday to Friday, during term time. There are four staff; three of whom hold relevant qualifications at level 3. The pre-school receives funding to provide free early education for children aged two, three and four years.

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