

# Birdham Pre-school

The Early Years Lodge, Crooked Lane, Birdham, Chichester, West Sussex, PO20 7HB



<b>Inspection date</b>	13 May 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. Staff provide interesting well-planned activities which motivate children to learn. Children of all ages and abilities make good progress and are eager to participate in the variety of experiences available.
- The manager is ambitious and uses her experience effectively to help staff reflect on their teaching and work towards ongoing improvement. The management committee supports the manager well to make effective improvements.
- Children's emotional well-being is given the highest priority. Their behaviour is exemplary and they develop excellent social skills.
- Children discover and explore a broad range of interesting materials, which helps to develop their curiosity and motivation to learn. For example, they explore and use natural materials in the 'mud kitchen', and find out what happens when they mix cornflour with water.
- Staff build highly effective partnerships with parents and other early years professionals. They successfully work together to meet children's needs.

### It is not yet outstanding because:

- Staff do not make the most of opportunities to extend children's mathematical learning.
- Children do not have many opportunities to develop their understanding and interest in technology.

## What the setting needs to do to improve further

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

- develop staff's understanding of using play and activities to extend children's mathematical learning
- improve opportunities for children to develop their understanding and interest in technology to extend their learning further.

### Inspection activities

- The inspector viewed all parts of the premises used by children.
- The inspector observed teaching and learning in all parts of the pre-school, including the outdoor area.
- The inspector carried out several joint observations with the manager.
- The inspector looked at a sample of documentation, including a selection of policies, evidence of staff suitability, children's records, and self-evaluation information.
- The inspector spoke to the manager, staff, nominated person of the committee, parents and children at appropriate times during the inspection.

### Inspector

Eileen Chadwick

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have an up-to-date understanding of safeguarding matters and know the procedures to follow to protect children's welfare. Effective daily checks on the well-organised environment identify and minimise possible hazards to keep children safe. The manager monitors and supports staff's practice effectively. Staff complete regular training to develop their skills and knowledge, and improve the quality of teaching. The manager and management committee actively seek feedback from staff, parents and children, which they use to improve the quality of children's learning. For example, staff have implemented suggestions, such as providing activity ideas for parents to do at home with their children, and writing activities.

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

The manager and staff track children's development regularly and promptly address any gaps in learning. They encourage children to make decisions about their activities and extend their learning. Children follow their own ideas and extend their knowledge well, such as using books to find out more information. Staff support children to develop their imagination and thinking skills. For example, during role play, staff encouraged children to think about the types of hats needed for hot or cold climates. Staff extend children's communication and language skills well. For example, they sing action songs to help young children link words to actions. Additional funding is used effectively, such as to employ highly-qualified staff to provide tailored support to children.

### Personal development, behaviour and welfare are outstanding

Children develop excellent relationships with staff and each other and are extremely confident and settled. They play highly cooperatively together, and very confidently share their ideas. Staff have an excellent understanding of children's individual needs and support them with highly sensitive nurturing care. Children show exceptional care, respect and responsibility for others. For example, older children care for younger ones with exceptional consideration. Children develop an excellent knowledge of keeping themselves and others safe. For example, they explain the rules for using the slide, and have an excellent awareness of not sharing food in case of allergies.

### Outcomes for children are good

All children, including those who need extra help to catch up, make good progress from their starting points. Children are well prepared for the next stage in their learning, including school. They concentrate very well and learn to use small tools carefully and with skill, such as using scissors. Children develop their large physical skills well. For example, young children confidently negotiate the soft play, and older children develop balance and coordination using different types of bikes.

## Setting details

<b>Unique reference number</b>	EY477963
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	984174
<b>Type of provision</b>	Sessional 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>	1 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Birdham Pre-school
<b>Registered person unique reference number</b>	RP902580
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01243 514562

Birdham Pre-school originally registered in 1982 and re-registered in 2014. It operates from a purpose built building in the grounds of Birdham Primary School. The pre-school is open Monday to Friday from 8.15am to 3.45pm, term time only. There are eight staff and seven hold relevant early years qualifications to level 3. The pre-school receives funding to provide free early education for children aged two, three and four years.

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