

Goodtimes Pre School

Seaford Childrens Centre, Lexden Road, Seaford, East Sussex, BN25 3BA



Inspection date

13 June 2016

Previous inspection date

9 October 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is variable. Staff do not all make good use of their observations of children to regularly identify precise next steps for children's learning. They do not always use their assessments to consistently plan suitably challenging activities that help children to make good progress.
- The management team does not always provide good supervision and support for staff to effectively monitor their performance, and encourage the further development of their teaching skills.
- Systems for evaluating the quality and effectiveness of the pre-school are not rigorous enough to quickly identify, and address, all areas for improvement.
- Opportunities for children to share their home languages and learn about diversity are not as effective as possible.

It has the following strengths

- Children are confident and happy in the pre-school, and form strong friendships. Staff are sensitive to children's individual needs and children settle well.
- Staff have positive relationships with parents. They keep parents appropriately informed on a day-to-day basis about their children's activities and care. Parents speak positively about the pre-school and the friendly staff team.
- Children benefit from a welcoming and well-organised environment. Staff make effective use of the garden to offer children interesting outdoor learning experiences.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- ensure all staff consistently make regular and precise assessments of children's learning, and use these effectively to plan challenging activities that help children to make good progress in their development. 13/08/2016

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

- improve systems for providing staff with regular supervision, mentoring and training opportunities to help continually raise the quality of teaching
- develop systems to rigorously monitor and evaluate the provision to ensure that areas for improvement are quickly identified and addressed
- extend opportunities for children to share their backgrounds and experiences, and further develop their understanding of diversity and the wider world.

Inspection activities

- This inspection took place as a result of the risk assessment process.
- The inspector observed children taking part in activities in the classroom and outside in the garden.
- The inspector sampled documentation, including children's records and staff files.
- The inspector spoke to staff, parents and children and took account of their views.
- The inspector had discussions with the provider and completed a joint observation of an activity.

Inspector

Rebecca Khabbazi

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has failed to inform Ofsted about a significant incident at the setting. This is a breach of legal requirements. However, managers take appropriate steps to review procedures and risk assessments when required. For example, following an incident at drop-off time, they have reviewed arrangements for children's safety and implemented effective changes to improve security at this time. Safeguarding is effective. Staff understand how to recognise and report any child protection concerns. Managers carry out appropriate checks on all staff to make sure that they are suitable to work with children. There are some arrangements in place to monitor staff performance, for instance, a yearly appraisal. However, areas where staff need more support are not always identified and addressed quickly enough to provide consistently good teaching.

Quality of teaching, learning and assessment requires improvement

Staff gather appropriate information from parents before children start so they are familiar with children's individual needs. Staff plan some activities based on children's interests and needs. However, systems for monitoring children's progress are not used effectively by all staff to ensure activities are always suitably challenging and build on children's skills. Nevertheless, children enjoy their time at the pre-school. They take part in a balanced variety of activities and have fun playing outside. Staff support children's communication and language skills well. For example, they talk to children during activities and ask them questions at story time. Children especially enjoy exploring the natural world, such as making cakes in the 'mud kitchen' or investigating the 'bug hotel'.

Personal development, behaviour and welfare require improvement

Staff offer children calm, consistent guidance and have clear expectations for their behaviour. For example, children learn that it is tidy-up time when the bell rings. Children generally behave well and learn to share and take turns. Staff act as good role models and encourage children to treat each other with respect. However, they do not always make the most of children's diverse backgrounds to encourage them to learn how they differ and about the wider world. Staff help children to gain some skills that help them keep themselves healthy and safe. For example, children remember not to run inside and know that they need to wash their hands before they eat.

Outcomes for children require improvement

Children make steady progress in their learning and development. They learn some skills that generally prepare them for the next stage of learning and for school. They become confident communicators. Older children listen well at group times and show an interest in stories. They develop independence in some areas, such as managing their boots to go outside or helping to tidy up.

Setting details

Unique reference number	EY428120
Local authority	East Sussex
Inspection number	1053259
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	44
Name of registered person	Tracy Anne Willis
Registered person unique reference number	RP909540
Date of previous inspection	9 October 2013
Telephone number	01323 896313

Good Times Pre-School registered at the current premises in 2011. It operates from a children's centre in the grounds of Cradle Hill Community School in Seaford, East Sussex. The pre-school is open from 8.30am to 3.30pm each weekday during school terms. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are eight staff; of these, seven hold relevant childcare qualifications at level 3 and one holds a level 2 qualification.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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