

St Peters Pre-School

St. Peters Church Centre, Street Lane, Ardingly, Haywards Heath, West Sussex,
RH17 6UN



Inspection date

Previous inspection date

22 June 2016

15 July 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

- The manager and staff monitor and track children's progress effectively. They identify any gaps in learning and work well with parents and other professionals to develop a support plan to help children make good progress.
- The manager and staff keep up to date with any legislative or practice changes and share this information with parents.
- The manager and staff prepare the children well for school in a variety of different ways. For example, staff teach children how to sound out words and recognise letters.
- Children's emotional well-being is supported effectively. The manager and staff praise children and build on their developing self-esteem.
- Children are motivated to learn and develop confidence and independence. They have a good relationship with staff and with one another.
- The manager and staff know the children very well. Children benefit from a positive settling-in procedure and make good progress from their starting points.

It is not yet outstanding because:

- At times, the staff do not always extend children's learning and thinking skills to help improve their progress.
- The manager and staff do not always provide opportunities to strengthen children's understanding of technology and how things work.

What the setting needs to do to improve further

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

- build on the existing support for children to extend their learning and thinking skills
- strengthen children's understanding of technology to help them learn how some things work for a purpose.

Inspection activities

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

Inspector

Susan Allen

Inspection findings

Effectiveness of the leadership and management is good

Partnerships with other settings are effective. For example, staff share children's next steps in learning. This helps provide continuity in their development. The manager and staff have effective partnerships with parents, which supports children's learning at home. The management team is supportive and provides staff with training to improve their practice and teaching skills. This has improved since the last inspection. For example, after identifying a gap in knowledge about how children learn, a member of staff attended training and now uses what she learnt when planning children's next steps. Children become motivated and interested learners. Safeguarding is effective. Staff know what to do if they have a concern about a child's welfare and who to contact.

Quality of teaching, learning and assessment is good

The manager and staff effectively support children of differing abilities and interests. For example, after attending a course, staff are now more able to support children who learn better outside. Staff provide activities that motivate and capture children's interests. This has improved since the last inspection. For example, children vote on their favourite flavour of ice-cream. They learn about choice and how they may be different from their friends. Staff support children's understanding of mathematical language well. For example, when identifying shapes and sizes of different objects, staff introduce the word 'pentagon'. Children are prepared well for school in a number of ways. For example, they practise writing their names and sitting as they will 'at big school'. Since the previous inspection, the staff make better use of print in the environment. For example, they now use more signs and labelling to help children recognise that print carries meaning.

Personal development, behaviour and welfare are good

Children are confident, happy and settled. They learn to share and be tolerant of others and respectful of the beliefs of others. Children behave well and staff are good role models. Children are encouraged to sort out their differences. For example, they negotiate and exchange toys. Children develop the pre-school rules in conjunction with staff and are reminded of them when necessary. They learn about healthy eating and how food helps them to grow and develop strong muscles.

Outcomes for children are good

Children develop good social skills. For instance, they learn to take turns and play cooperatively. Children learn different mathematical concepts such as 'long' and 'longer'. They learn good communication and language skills that prepare them for school. Children are aware of their own needs and how to manage them. For example, they are able to go to the toilet unaided. Children's physical skills develop well. For example, they learn how to load and move different materials using equipment and resources.

Setting details

Unique reference number	113730
Local authority	West Sussex
Inspection number	1022323
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	37
Name of registered person	St. Peter's Pre-School and Toddler Group Committee
Registered person unique reference number	RP901806
Date of previous inspection	15 July 2015
Telephone number	07969890907

St Peters Pre-School registered in 1992 and operates from St Peters Church Centre in the village of Ardingly near Haywards Heath, West Sussex. The setting is open on Monday to Thursday from 9.15am to 2.45pm and on Friday from 9.15am to 12.15pm, during term time only. There are five members of staff; of these, three hold qualifications at level 3 and one has qualified teacher status.

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