

# Ore Church Mice Pre-School CIC



Christ Church Ore Hall, Old London Road, Hastings, East Sussex, TN35 5BG

<b>Inspection date</b>	23 September 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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Management encourages parents to be fully involved in children's learning. This provides a positive level of consistency in their care and learning. For example, they offer parent workshops to share activity and training ideas that they can offer children at home. Children make good progress in their learning and development.
- Staff use the environment well to extend children's learning. For example, they visit shops to choose their own snacks and explore nature on walks.
- Children have good opportunities to develop their physical skills. Staff encourage them to challenge their abilities. For example, they safely use ladders as they climb.
- Staff are positive role models. Children are polite, and follow rules and boundaries. They know what is expected of them. This helps them learn how to behave well.
- Children learn skills that prepare them well for future learning. They develop good early reading skills. For instance, they participate in letter hunts in the environment.
- Staff support children's communication and listening skills well. For example, they ask skilful questions and reinforce the pronunciation of words in a positive manner.

### It is not yet outstanding because:

- Staff miss some opportunities to develop children's understanding of people's similarities and differences in the wider world.
- Staff do not always organise themselves well during some large group activities to fully engage every child.

## What the setting needs to do to improve further

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

- extend children's opportunities to develop their understanding further of people's similarities and differences beyond those of their own experiences
- improve the organisation of some large group activities to ensure all children, particularly the younger children, are always fully engaged.

### Inspection activities

- The inspector observed staff interactions with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at the written documentation, including a sample of policies and procedures, risk assessments and staff training records.
- The inspector spoke to children, parents and staff, and considered their views.
- The inspector carried out a joint observation with the manager.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The management and staff regularly evaluate and review their practice. For example, they observe each other and offer constructive feedback. They use the feedback to help implement positive improvements. Management monitors the quality of teaching closely. For example, staff have one-to-one support meetings to highlight training needs and discuss their performance. Management motivates staff to develop their knowledge further. For instance, staff attend training that is beneficial to children. Staff use the support of outside professionals to make positive changes to practice. For example, they invite them into the setting to observe and share ideas. Management and staff effectively monitor children's progress on a regular basis. This supports them to highlight any gaps in development promptly and provide support to close them. Management uses additional funding to meet the individual needs of children well. All staff have a good knowledge of the procedures to follow to protect the welfare of children. Safeguarding is effective.

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

Staff establish positive links with teachers at local schools. This supports children to manage the move to school well. For example, they share children's progress with them and visit the classes with children. Staff build on children's spontaneous play well. For example, when children make a link that the modelling dough smells like bird seeds, staff help them to create bird feeders. Children happily talk about the birds that may visit the garden. The children have good opportunities to develop their thinking skills. For example, as they safely use wood cutters to cut sticks, they recall a well-known story.

### Personal development, behaviour and welfare are good

Children are happy and settled. Staff know the children well and establish trusting and secure relationships with them. Children show a positive level of emotional well-being and self-esteem. They are confident and develop meaningful friendships. For example, they willingly share and take turns. Children learn the importance of healthy lifestyles. For instance, they have places to exercise, and rest and recuperate after physical activities. Older children show an understanding of healthy diets, for example, as they make homemade bread for snacks.

### Outcomes for children are good

All children, including those with special educational needs and children who speak English as an additional language, learn a good range of skills that helps prepare them for school. They participate in activities that require a level of maturity. They challenge themselves and take risks safely. For example, they use real tools on work benches, such as hand drills, and make camp fires. Children show a positive level of concentration and learn to have a sense of responsibility.

## Setting details

<b>Unique reference number</b>	EY480319
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	985462
<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>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Ore Church Mice Pre-school CIC
<b>Registered person unique reference number</b>	RP533876
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07908181027

Ore Church Mice Pre-School CIC registered in 2014. It operates from a church building in Ore village, East Sussex. The pre-school is open on Tuesday to Friday from 8.00am to 3.30pm, during term time only. The provider receives funding to provide free early education for children aged two, three and four years. There are seven staff, three of whom hold a recognised level 3 early years qualification, one member of staff holds a relevant level 5 qualification and one member of staff has an early years degree.

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