

Stedham Squirrels Pre-school

Stedham School, School Lane, Stedham, Midhurst, GU29 0NY



Inspection date

8 September 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Leaders and managers have high expectations of children. Staff work well as a team. They know the children well and plan a stimulating learning environment.
- Children are happy, imaginative and motivated learners. They make good progress in their learning and development.
- Staff provide good opportunities to build on children's understanding about aspects of their local community. For example, they take children to visit the local fire station to help children learn how to stay safe.
- Staff work closely with parents to support children who require additional help. They work together to seek help for children in a timely way to help them catch up quickly.
- Staff reinforce expectations for behaviour positively to help children respect and understand each other's needs.

It is not yet outstanding because:

- Leaders and managers do not use opportunities as they arise to build on staff's personal effectiveness. For example, staff do not consistently extend children's learning.
- Leaders and managers do not review the quality of provision precisely. For example, they do not consistently use children's assessments to identify less obvious gaps in the children's learning or review the activities planned to ensure they help children catch up even more rapidly.

What the setting needs to do to improve further

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

- build on existing arrangements for staff's professional development to further improve their expertise and teaching practice
- refine the monitoring of groups of children's progress to more precisely identify any less obvious gaps in their learning, to plan and help to close these even more rapidly.

Inspection activities

- The inspector observed indoor and outdoor activities and completed a joint observation with the manager.
- The inspector held a conversation with the manager and spoke with all members of staff present on the day.
- The inspector took account of the views of parents, spoken to on the day.
- The inspector checked evidence of staff suitability and sampled the documents that support the day-to-day running of the setting.
- The inspector took account of the children's assessment records and the planning documents.

Inspector

Heather Rushton

Inspection findings

Effectiveness of the leadership and management is good

Leaders and managers organise the staff effectively to keep children safe and to help children play and learn. Safeguarding is effective. Leaders and managers ensure that staff are fully aware of how to protect children's welfare. They make sure that staff know and clearly understand what they have to do if they have a concern for a child. Leaders and managers listen to the staff and support them to attend necessary training to help them in their roles. For example, the special educational needs coordinator has been on specific training to help her support children who require extra help effectively. The leaders attend local network meetings and share best practice with staff to benefit children.

Quality of teaching, learning and assessment is good

Staff use accurate assessments of individual children to plan interesting activities. They are confident in their knowledge of how to teach the next steps to support each child's development. Staff are sensitive to children's developing confidence and provide opportunities for other children to celebrate their friends' success. For example, staff asked all children to celebrate the success of a child's finished model with a clap. Staff listen carefully to the children and extend their play. Key persons support their children well. Children settle quickly to the routines; they know how to sit and listen, and when to go outside to play. Children accept staff invitations to work together in small groups. For example, staff model and extend children's spoken language as they join in a cutting and sticking activity to choose food they like.

Personal development, behaviour and welfare are good

Staff develop children's imagination and curiosity. They plan and provide a good range of opportunities for children to develop their physical skills. Staff encourage children to run, climb, slide, and ride wheeled toys around an exciting track. Children's health, well-being and care are a priority for the staff. For instance, they recognise the visual clues of children wriggling or fidgeting as they play, and frequently ask if younger children need the toilet. Staff encourage each child to take time to complete tasks, such as time to enjoy their snack and drink.

Outcomes for children are good

Children are working at the typical levels of development for their age or stage of learning. They learn to move with confidence, for example, children successfully negotiate obstacles. Children learn to count, sing songs and join in action rhymes. They learn mathematical language; for example, they talk about shapes used to build a reindeer, a shark and two birds. Children paint good pictures of themselves, including key features such as eyes and hair.

Setting details

Unique reference number	EY481333
Local authority	West Sussex
Inspection number	987986
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	17
Name of registered person	Stedham Squirrels
Registered person unique reference number	RP524886
Date of previous inspection	Not applicable
Telephone number	07887887422

Stedham Squirrels Pre-school is run by a voluntary committee and registered in 2006. It re-registered in 2014. It operates from a classroom in Stedham School in the village of Stedham, in West Sussex. The pre-school is open five days a week during school term times only. The pre-school is open each day from 9am to 3pm. It offers a breakfast club from 8am to 9am and an after-school club from 3.30pm to 5.45 pm. The pre-school receives funding to provide free early education for children aged two, three and four years. There are five staff, who all hold a relevant qualification at level 3. The manager has a foundation degree in early childhood studies.

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