

# Groombridge Pre-School

King Edward VII Memorial Hall, Station Road, Groombridge, East Sussex, TN3 9QY



## Inspection date

30 November 2016

Previous inspection date

5 July 2013

| The quality and standards of the early years provision | This inspection:     | Good | 2 |
|--|----------------------|------|---|
|  | Previous inspection: | Good | 2 |
| 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 and staff monitor and assess children's progress effectively. This helps them to plan activities and experiences which support children's next steps in their learning. Children make good progress in relation to their starting points.
- Relationships with parents are good. For example, staff provide them with a range of opportunities to involve them in their children's learning and development such as daily verbal feedback and online assessment records.
- Children are happy, confident and settle easily. They have good relationships with staff and each other, which help to support their emotional well-being
- Children behave well. They are gentle, kind and considerate, and freely share and take turns with other children and adults.
- Children are offered healthy snacks and learn how to keep themselves healthy. For example, they know that they should eat a variety of food to support a healthy diet and lifestyle.

### It is not yet outstanding because:

- Staff have not considered how to provide children with a wide range of opportunities to fully engage and motivate them, particularly for those who prefer to be outside.
- Staff do not always enable children to access resources that support their understanding of technology.

## What the setting needs to do to improve further

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

- increase the range of opportunities to extend children's learning, particularly for those who prefer to be outside
- provide children with further opportunities to develop their understanding of technology and its uses.

### Inspection activities

- The inspector observed staff interactions with children.
- The inspector viewed the indoor and outdoor environment.
- The inspector looked at written documentation including a sample of policies and procedures, staff training records and children learning records.
- The inspector carried out a joint observation with the manager.
- The inspector took account of parents' views through discussions.

### Inspector

Kirsty Hillocks

## Inspection findings

### Effectiveness of the leadership and management is good

Management help staff to increase their skills and practice. For example, staff have attended training to learn how to best support children with special educational needs. Safeguarding is effective. For example, staff complete relevant training to help them learn what actions to take if they are worried about a child. The premises are safe and procedures, such as risk assessments, help to identify hazards and protect children. The management team has a clear vision of how to improve the provision. Staff feel valued and listened to, for example they contribute their ideas to the development plans. There are good partnerships with other settings that children attend. For example, staff share information regarding children's abilities to help provide consistency in their learning and care.

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

Children are consistently engaged and enjoy a wide range of activities indoors. Staff make regular observations of children's achievements and plan activities to help them extend their learning. Staff listen to children and know when to extend their language skills. For example, they explain the meaning of new words to help children understand them and use the words in context. Staff help children develop their creativity. They encourage children to select what art materials they wish to use when taking part in a cutting and painting activity. Children join in singing songs. Staff encourage this further, for example, they ask children to choose their favourite songs to sing.

### Personal development, behaviour and welfare are good

Children learn skills, such as putting on their coats to go outside, which help to prepare them for the move to school. Staff encourage children to develop confidence in their own abilities and praise them for persevering when they come across problems in their play. For example, staff provide gentle guidance to help children balance wood to create structures. They role model and show children ways to overcome the problems, which helps children to complete their chosen activity. Lots of praise and encouragement help to support children's self-esteem and emotional well-being.

### Outcomes for children are good

Children learn good mathematical skills, for example they correctly count the pictures they have cut out. Children make good progress from their starting points and develop a range of skills to support their independence such as pouring their own drink when they recognise they are thirsty. Children are confident, independent and build good relationships with other children and adults, which helps to support their social skills. They develop good early writing skills, for example they connect the sounds letters make and learn to write their own names.

## Setting details

|  |                                  |
|--|----------------------------------|
| <b>Unique reference number</b>                   | 109431                           |
| <b>Local authority</b>                           | East Sussex                      |
| <b>Inspection number</b>                         | 1061189                          |
| <b>Type of provision</b>                         | Sessional provision              |
| <b>Day care type</b>                             | Childcare - Non-Domestic         |
| <b>Registers</b>                                 | Early Years Register             |
| <b>Age range of children</b>                     | 2 - 4                            |
| <b>Total number of places</b>                    | 30                               |
| <b>Number of children on roll</b>                | 28                               |
| <b>Name of registered person</b>                 | Groombridge Pre-School Committee |
| <b>Registered person unique reference number</b> | RP517879                         |
| <b>Date of previous inspection</b>               | 5 July 2013                      |
| <b>Telephone number</b>                          | 01892 864809                     |

Groombridge Pre-School registered in 1967 and operates from a hall in a large new community centre in Groombridge, East Sussex. There are six members of staff, all of whom hold appropriate early years qualifications. The pre-school is open during term time from 9am until midday on Monday to Friday. It receives funding to provide free early education for children aged three and four years.

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