

# Beeding & Bramber Pre-School Playgroup

Village Hall, High Street, Upper Beeding, Steyning, West Sussex, BN44 3WN



**Inspection date** 25 April 2017  
Previous inspection date 29 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Partnerships with parents are strong. Staff share information, such as children's next steps in learning, and provide ideas to support parents to promote children's learning at home.
- Staff have a good awareness of children's development. For example, younger children are encouraged to explore shapes and learn the names of them, while staff challenge older children to think about how to make structures and use their imagination.
- Children behave well and have an excellent understanding of staff's expectations. Children show care and consideration towards each other and learn to take turns.
- Staff regularly observe children's learning and plan challenging next steps to further support their development. All children, including those who receive additional funding and those who speak English as an additional language, make good progress.
- Managers have effective relationships with other settings that children attend and external agencies. They share information to help provide a consistent approach to children's learning.

### It is not yet outstanding because:

- At times, the organisation of activities and resources means that staff do not consistently support or challenge children's learning to help them make even more progress.
- Managers do not yet have fully embedded systems in place to monitor the progress of different groups of children, in order to help them effectively identify any gaps in learning.

## What the setting needs to do to improve further

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

- review the organisation of the activities and resources available to children in order to ensure staff are able to fully support and challenge children's choice of learning at all times
- improve systems already in place to monitor groups of children's development in order to more accurately identify any gaps in their learning.

### Inspection activities

- The inspector observed activities and staff's interactions with children indoors and outdoors.
- The inspector spoke to the managers, staff, children and some parents during the inspection.
- The inspector took part in a joint observation with one of the managers and discussed how they monitor and track children's learning.
- The inspector tracked some children's development and spoke to staff about how they observe children and plan for their individual learning.
- The inspector viewed some of the setting's documentation, for example, safeguarding children policies and accident records.

### Inspector

Hannah Barter

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of the procedures to follow if they have concerns about children's well-being and fully understand their responsibilities in protecting children. Managers and staff strive for continuous improvement and work together to help identify areas to develop. For example, staff have recently attended speech and language training, which has improved their practice and enhanced how they communicate with children. Recruitment and supervision procedures are robust and ensure staff's ongoing suitability. Managers support staff in developing their practice and ensure that they keep their knowledge of requirements and legislation up to date. For example, staff attend two short training courses each term to continually further their knowledge.

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

Staff provide an interesting environment where children confidently explore and make independent decisions about their play. Staff make the most of spontaneous opportunities to grasp children's attention. For example, when staff find a slow worm in the garden, they encourage children to have a look. Children are curious and discuss their ideas as to what they think the slow worm eats and why it likes living in the compost. Children have ample opportunity to make marks and develop their early writing skills. Younger children explore foam and enjoy shaking their hands to make patterns on the floor. Older children confidently use scissors, hole punchers and stamps and talk to each other about what their marks mean.

### Personal development, behaviour and welfare are good

Children are happy and have strong relationships with staff. Staff value children's individuality and encourage them to share information about what is important to them and their families. For example, children have recently learned about Diwali and parents have been into the setting to cook traditional foods and snacks with the children to help develop their knowledge of different religions and cultures. Staff make the most of daily routines to develop children's independence skills. For example, children wash their own hands, prepare fruit and clear away their utensils when they have finished. Children enjoy constant access to the outdoor area to further promote their healthy lifestyles.

### Outcomes for children are good

Children are confident communicators and enjoy learning. They are inquisitive and not afraid to ask questions. For example, children enjoy learning about different animals and their habitats. Staff develop children's knowledge further with the use of books. Children enjoy listening to stories and confidently follow the story using the pictures. Children are well prepared for their next stage in learning and moving on to school.

## Setting details

<b>Unique reference number</b>	113374
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1089101
<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>	26
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Beeding and Bramber Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP522714
<b>Date of previous inspection</b>	29 June 2015
<b>Telephone number</b>	01903 814 856

Beeding & Bramber Pre-School Playgroup registered in 1992. The setting is open from 9am until 1pm each day and from 9am until 3.30pm on Mondays and Wednesdays. There are seven members of staff, all of whom hold relevant qualifications at level 3 or level 4. The setting is in receipt of funding to provide free early years education to children aged two, three and four years.

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