

# Play Centre Pre-School

102 The Street, Rustington, Littlehampton, West Sussex, BN16 3NJ



<b>Inspection date</b>	5 May 2017
Previous inspection date	11 May 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

- The well-qualified manager works closely with the staff team. They work together well to identify further areas to develop so that the pre-school continually improves. Parents are highly complimentary about the care and education their children receive. They say that their children's confidence has grown and that they love coming.
- Teaching is good. Staff observe and interact with children as they play. They offer guidance and support to help children consider the feelings of others. Consequently, children learn to treat each other with respect.
- Children who have special educational needs and/or disabilities are very well supported. There is a close partnership with parents and other professionals to ensure continuity of care and learning is provided. This helps the specialised staff to quickly implement teaching and care strategies to support each child.
- Staff make excellent use of the local environment to help provide children with further learning opportunities. For example, children accompany staff to buy fruit at the nearby shops and they visit the beach.

### It is not yet outstanding because:

- At times, children are not always provided with enough time to consider questions that the enthusiastic staff ask them.
- The monitoring of staff performance is not yet strong enough to clearly identify how individual staff members can raise the quality of their practice to the highest level.

## What the setting needs to do to improve further

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

- allow children time to gather their thoughts, in particular, so they consider information provided and have the opportunity to answer questions independently
- review the arrangements for performance management to help identify and build on staff's teaching skills, in order to raise the quality of teaching to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She joined the children, staff and parents on a walk to the beach. The inspector assessed the impact of these activities on children's learning.
- The inspector looked at samples of children's records and planning documentation. She also looked at evidence of the suitability of staff working with the children.
- The inspector spoke with the staff team and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager. She held a meeting with her and the provider.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

### Inspector

Maura Pigram

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are secure in their knowledge of the procedures to follow if they are concerned about children's welfare. They attend regular training to ensure that they are up to date with current legislation. The provider follows secure recruitment procedures and staff complete a comprehensive induction. This helps new staff to understand their roles and responsibilities. The manager works closely with the staff to observe, assess and plan for each child's individual learning. This is effectively shared with parents, who contribute to planning.

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

Staff provide children with a wide variety of activities. Children enjoy exploring outdoors. They have lots of fun flying paper aeroplanes and taking part in purposeful gardening experiences. Good quality interactions from staff help older children to reinforce their recognition of numbers. For example, they discuss how many potatoes they have to plant and compare this to the number of children in the group. Children learn about the wider world. For example, they discuss the position of the tide, items seen on the beach and the weather conditions. Language development is well supported. For instance, younger children enjoy singing songs and staff help them to recall popular stories. Staff use additional funding effectively to support the specific needs of individual children.

### Personal development, behaviour and welfare are good

Children benefit from outdoor play and exercise, which contributes to them developing good physical skills. For example, they negotiate spaces well when riding cars and they have fun using the soft foam blocks to create jumping opportunities. Children's safety is promoted at all times. Staff and volunteers provide consistent messages, such as listening and looking for traffic when they are on walking outings. Children's independence is encouraged and staff sensitively assist children as necessary. They are very aware of children's dietary needs and help them to develop good eating habits. Younger children are able to bring comforters from home so that they continue to feel secure throughout the day. Children have home-link books, which include information about activities completed outside of the setting. They enjoy sharing these with their friends and staff. This contributes to children developing good levels of confidence.

### Outcomes for children are good

All children make good progress in their overall development from their starting points. This includes children who receive funded education and those who have special educational needs and/or disabilities. They recognise their own names, write letters and early numeracy skills are supported. Children are successfully gaining skills they need to move on to the next stage of their learning or school.

## Setting details

<b>Unique reference number</b>	113651
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1089117
<b>Type of provision</b>	Full-time 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>	22
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	Arun Community Church Wickbourne Centre
<b>Registered person unique reference number</b>	RP909951
<b>Date of previous inspection</b>	11 May 2015
<b>Telephone number</b>	01903 850984

Play Centre Pre-School registered in 1992. It operates from Arun Community Church in Rustington, West Sussex. The provider employs nine members of staff. Of these, the manager holds early years professional status and five staff hold appropriate early years qualifications at level 3 or above. The setting is open Monday to Friday during term time from 9am to midday, and 12.45pm to 3.45pm. The setting receives funding for two-, three- and four-year-old children.

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