

# Goodtimes Pre School

Seaford Childrens Centre, Lexden Road, SEAFORD, East Sussex, BN25 3BA



<b>Inspection date</b>	23 May 2017
Previous inspection date	13 June 2016

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	Previous inspection:	Requires Improvement	3
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 management team works in close partnership with the local authority to bring about improvement and evaluate the quality of the pre-school. The team has made significant changes since the last inspection by effectively evaluating staff practice.
- Children enjoy learning and make good progress. The management team and staff monitor children's development well, which enables them to identify any gaps in their learning.
- Children behave well and show kindness and consideration to each other. For example, they use a sand timer to take turns and share toys fairly.
- Staff work in good partnerships with parents and others involved in children's learning. For example, parents share children's home achievements on the 'wow' tree and teachers visit to support children's move to school.
- Children develop a good understanding of similarities and differences between themselves and others, to support their awareness of diversity.
- Parents praise staff's caring attitude and the ideas they offer on activities to guide children's learning at home.

### It is not yet outstanding because:

- Staff do not make the most of routine times of the day to enhance children's awareness of mathematics.
- On occasion, staff miss opportunities to capitalise on children's spontaneous interests during their play.

## What the setting needs to do to improve further

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

- build more on children's awareness of mathematics, particularly during everyday routines
- make greater use of opportunities to extend on and challenge children's spontaneous play ideas.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact on children's care and learning.
- The inspector carried out a joint observation with the manager and discussed children's progress.
- The inspector sampled documentation, including staff suitability and training, children's development records and self-evaluation.
- The inspector spoke with parents and children, and took account of their views.

### Inspector

Janet Thouless

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand their role in keeping children safe and have a good knowledge of what to do should they have concerns about a child's welfare. The management team supports staff well, for example, by encouraging staff to attend training. The team gives a high priority to extending staff's good knowledge. For instance, staff make good use of learning opportunities that are well focused on supporting younger children's communication and language development. Children benefit from staff's increasing skills. For example, staff have introduced more tactile play experiences and added many more activities in outdoor play, which has a positive impact on older children's learning.

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

Staff complete regular observations and assessments of children's progress. They gather information from parents about what children can do when they first start and maintain this discussion throughout children's stay. This enables staff to plan effectively for children's next steps in learning. Children enjoy challenging activities. For example, they help to build a bug hotel by bringing in boxes and tubes and show great interest in observing spiders. Staff skilfully help children develop their literacy and communication skills. Children enjoy giving meanings to the marks that they make and create a story around what they are doing.

### Personal development, behaviour and welfare are good

Children are happy and settled. They develop good relationships with staff and others. This contributes to children's emotional well-being. Staff support children's physical well-being effectively, and children enjoy regular exercise outdoors. For example, they confidently run and climb and they balance on stepping stones. Children gain a good understanding of how to keep themselves safe. For example, they are aware of the importance of wearing a safety helmet when riding balance bicycles. Staff support children's good health effectively. For example, together they look at nutritious lunchbox options and the importance of drinking water to maintain a healthy lifestyle.

### Outcomes for children are good

Children are inquisitive learners who enjoy trying new experiences and activities. For example, they enjoy manoeuvring diggers to scoop up shingle. Children are keen to investigate and learn about the world around them, for example, using magnifying glasses to watch ants move across bark. Children develop their early reading skills well. For instance, they enjoy looking at books and settle well to listen to stories. Children develop good skills for their future learning and eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY428120
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	1095697
<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
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Tracy Anne Willis
<b>Registered person unique reference number</b>	RP909540
<b>Date of previous inspection</b>	13 June 2016
<b>Telephone number</b>	01323 896313

Goodtimes Pre School registered at the current premises in 2011. It operates from a children's centre in the grounds of Cradle Hill Community School in Seaford, East Sussex. The pre-school is open from 8.30am to 3.30pm each weekday, during school terms. There are eight members of staff; of these, seven hold relevant childcare qualifications at level 3.

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