

St Matthew's Church Preschool



St Matthews Church Hall, 101 Tarring Road, WORTHING, West Sussex, BN11 4HB

Inspection date

26 June 2017

Previous inspection date

6 May 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager has not ensured that all staff have a thorough understanding of changes in statutory safeguarding guidance. Although staff have a clear understanding of what to do if they are concerned about a child, they are not fully up to date with wider aspects of safeguarding, such as the 'Prevent' duty.
- Sometimes, staff do not organise changes in routine in the most effective way to include children and enable them to fully develop and extend their play.
- Self-evaluation is not used effectively to identify and address key weaknesses.

It has the following strengths

- The manager and staff have a clear understanding of how children learn, and they monitor their progress accurately. They quickly identify and address any gaps in children's learning, including in different groups of children. There are positive systems to provide additional support for funded children, and all children make good progress from their developmental starting points.
- Staff are welcoming, caring and kind. They are positive role models for children and help them to build trusting attachments. Children enjoy their time at the pre-school.
- There are effective partnerships with professionals, parents and local schools. For example, staff make good use of the knowledge and expertise of speech therapists. They work together to help further support children who need extra help with their communication and language skills. All children are well supported in their learning.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

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| ■ improve systems for monitoring the effectiveness of staff's understanding of government guidance, such as the 'Prevent' duty and how to implement it fully. | 26/07/2017 |
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To further improve the quality of the early years provision the provider should:

- manage planned changes in routines more effectively and help minimise interruptions to children's play
- make better use of self-evaluation to identify and addresses areas of weakness effectively.

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.

Inspector

Ben Parsons

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager has a secure and up-to-date understanding of all safeguarding issues. Staff confidently recognise the signs of abuse, knowing what actions to take. However, the manager does not monitor staff's understanding closely to ensure that all staff fully understand how to protect children from extremist views. This does not have a significant detrimental impact on children's well-being. Safeguarding is effective. Staff help engage parents in their children's learning well, such as by providing home-reading and activity packs. Self-evaluation is not fully effective. However, the manager does make some positive improvements to the provision, overall. She offers support and coaching to staff to help improve their teaching, such as through observations of their practice and further training. For example, after recent training staff have improved their understanding of the different ways children learn and how to support them further through planning.

Quality of teaching, learning and assessment is good

Staff use information gained from parents and their own observations to help build a detailed understanding of each child's individual learning style. They consistently provide interesting and challenging activities. For example, children enjoy playing a game where they use rods to carefully hook toy fish. Staff skilfully help extend children's learning, such as by encouraging younger children to organise the fish by colour and older children to count them and compare quantities. Staff support children's communication and thinking skills well. For instance, they start plenty of conversations and consistently ask thought-provoking questions, encouraging children's ideas and ability to solve problems.

Personal development, behaviour and welfare require improvement

Not all staff know how to identify extremist views and prevent children from being drawn into these. However, they know to go to the well-trained manager for advice and to share concerns, which limits the impact on children's well-being. Children enjoy regular opportunities to be active. For example, they skilfully kick balls to each other in the garden and climb trees. However, staff often stop children's play suddenly during the day, not giving them the chance to bring their play to a natural end. Children eat healthy snacks and confidently talk about the benefits of healthy food on their bodies. Children behave well. They are kind, considerate and sociable and make positive friendships.

Outcomes for children are good

Children are well-motivated and enthusiastic learners. They confidently write their name on finished drawings and know the letter sounds. Children have positive self-esteem. They express themselves well and proudly stand at the front of the group and talk about toys they have brought in from home. Children enjoy creative activities and pay good attention to detail, such as when creating models with household items. They happily explore musical instruments and are curious about the sounds they can make. Children are willing to give things a go and quickly gain the skills needed for their future learning.

Setting details

Unique reference number	113726
Local authority	West Sussex
Inspection number	1068400
Type of provision	Sessional 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	40
Number of children on roll	75
Name of registered person	St Matthews Pre-School Committee
Registered person unique reference number	RP903968
Date of previous inspection	6 May 2014
Telephone number	01903 218071

St Matthew's Church Preschool opened in 1973. The pre-school operates from St Matthew's Church Hall in Worthing, West Sussex. It is open between 9am and 3pm each weekday, during term time only. The committee employs 10 staff, all of whom hold relevant qualifications. Of these, one has early years professional status, one holds a qualification at level 6, seven hold qualifications at level 3, and one is qualified at level 2. The nursery receives funding for the provision of free early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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