

# Partridge Green Pre-School

High Street, Partridge Green, West Sussex, RH13 8HX



<b>Inspection date</b>	30 June 2017
Previous inspection date	16 October 2014

<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 manager and staff build effective partnerships with parents and share important information about children's well-being and learning. For example, staff regularly invite parents into the pre-school to discuss children's interests and development, and share the next steps in their learning.
- Staff are clear and consistent about how they expect children to behave. Children behave well and treat each other with respect. They learn strong social skills and enjoy playing together, making secure and trusting friendships.
- The manager makes good use of self-evaluation to help bring about improvements. For example, she includes the views of staff, parents and children to help review their practices and improve children's outcomes.
- The manager and staff assess children's development closely and effectively plan for their next steps in learning. They effectively monitor the progress of individual and groups of children, and help to close any gaps in learning. All children make good progress from their developmental starting points.

### It is not yet outstanding because:

- At times, staff overly direct children's play and do not fully encourage children to further explore their own ideas.
- Sometimes, staff do not manage changes in routine effectively to include children and help them to develop and extend their play fully.

## What the setting needs to do to improve further

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

- improve staff's teaching to consistently respond to children's own ideas in play and fully support their learning
- manage planned changes in routines more effectively, to help minimise interruptions when children are engaged in play.

### Inspection activities

- The inspector observed teaching practices and the impact this has 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 is good

The enthusiastic manager and staff have high expectations. They work closely together to help identify further improvements that benefit children. For example, they have improved the range of experiences they provide the children. Staff recently took children to visit a foal in a local stables to support their understanding of life and growth. The manager provides staff with good support and staff benefit from a variety of professional development opportunities that helps them to update their skills. For example, after recent training, staff have improved the outdoor learning environment for children. Safeguarding is effective. The manager and staff attend safeguarding training and have a secure and up-to-date understanding of how to deal with any child protection concerns.

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

The manager and staff observe children's play closely and get to know them very well as individuals. Overall, they provide plenty of activities that engage and motivate children in their learning. For example, children enjoy exploring a fire station role-play area, leading on from a recent visit to the pre-school by the local fire service. Staff ask children what they learned and children confidently talk about fire safety as they develop their imaginary play. Staff develop children's mathematical skills well. For example, they encourage children to count how many boys and girls are in each day and work out which number is higher. Staff consistently give children time to think about the thought-provoking questions they ask and support children to think critically.

### Personal development, behaviour and welfare are good

Staff support children's physical well-being effectively and offer varied opportunities for children to exercise. Children enjoy using challenging climbing equipment and confidently explore the stimulating outdoor area. Children are independent and know how to keep themselves safe. For example, they learn to use knives carefully as they help to prepare their snack. Staff are consistently positive, caring and attentive to children's needs. Children build strong bonds with all staff and are very happy, settled and secure. They share easily and are considerate of others. For example, they happily decide who can play their favourite superhero in their imaginary play and make sure they share the fancy-dress costumes.

### Outcomes for children are good

Children are well motivated and enthusiastic about their learning. They are curious about the world around them. For example, they closely observe flowers and insects in the garden, talking about how they look and how they grow. Children have good mathematical skills and use weighing scales to carefully weigh different toys. They enjoy listening to stories and show good early literacy development, such as when recognising their names as they arrive in the morning. Children confidently complete simple computer games and have a secure understanding of technology. They communicate well and use talk to express themselves and share their ideas and views. Children quickly gain the skills needed for their future learning and for school.

## Setting details

<b>Unique reference number</b>	113631
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1070139
<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>	26
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Partridge Green Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP904745
<b>Date of previous inspection</b>	16 October 2014
<b>Telephone number</b>	07880 744240

Partridge Green Pre-School registered in 1966. It operates within the village hall in Partridge Green, West Sussex. The pre-school is open between 8.30am and 3.30pm on Monday to Thursday and between 8.30am and 1.30pm on Friday, during term time only. The provider employs seven staff, one of whom has qualified teacher status, four have a relevant childcare qualification at level 3 and one at level 2. The nursery receives funding for the provision of free early education for children aged three and four years.

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