

Piglits Pre-School

7th Crawley Scout HQ, Waterlea, Furnace Green, Crawley, West Sussex, RH10 6SP



Inspection date	7 September 2017
Previous inspection date	4 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Parent partnerships are strong. The managers include parents in their children's learning very well. For example, they send weekly emails outlining children's current achievements and carry out home visits to discuss their learning and interests further.
- The managers evaluate the effectiveness of the pre-school well. They review children's experiences daily and make continual improvements, helping to raise their outcomes.
- The managers support children's communication skills particularly well. For example, they ask them about their interests and encourage conversation about their home lives. Children confidently express themselves and enthusiastically share their views with others. For instance, when talking about their birthdays and who will have theirs next.
- The managers know the children very well. They assess their development closely and plan precise next steps in learning for each child. They work together to monitor the progress that all children make, including different groups, such as boys and girls. All children make good progress from the starting points in their learning.
- Children are happy, confident and secure. They enjoy positive relationships with the managers, who are nurturing and show a genuine interest in each child as individuals.

It is not yet outstanding because:

- Sometimes, the managers stop children when they are engaged in their play, without helping them bring their play to a natural end.
- The managers do not always provide a wide range of opportunities for children to develop their learning outdoors.

What the setting needs to do to improve further

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

- review the routines of the day to avoid interrupting children when they are engaged in play
- provide a consistently wide range of play opportunities for children who prefer to learn outdoors.

Inspection activities

- The inspector observed teaching practices and the impact this has on children's learning.
- The inspector held discussions with the managers, children and parents.
- The inspector read some of the pre-school's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector discussed children's play, learning and progress with the managers and the systems in place for self-evaluation.

Inspector

Ben Parsons

Inspection findings

Effectiveness of the leadership and management is good

The pre-school is run by two highly qualified and experienced managers. They create a very positive atmosphere where parents and children feel valued and supported. The managers work closely together every day and regularly discuss what is working well and what can be improved. For example, they follow on from children's interests daily and adapt the activities to their changing needs. The managers continue to update their skills and practice even further, such as through research into best practice and sharing ideas with other professionals. For example, they updated their knowledge of different cultures and how these can be included in activities to support children's understanding of diversity. Safeguarding is effective. The managers are highly trained and have a thorough and up-to-date knowledge of child protection concerns and the actions to take.

Quality of teaching, learning and assessment is good

The managers provide a stimulating and challenging environment, which supports children's interests and extends their learning well. Children excitedly choose from a wide variety of activities and experiences indoors. For example, they enjoy creating 'flavoured cakes' out of play dough and drawing on whiteboards. Children use tools skilfully to mould the dough and the managers show how new tools can be used, such as spatulas for scraping dough off the table. The managers use group activities very well to support children's learning. For instance, they introduce numbers and look at how letter sounds can blend together to make words. They consistently ask thought-provoking questions and encourage children to think critically and solve problems as they play.

Personal development, behaviour and welfare are good

Staff support children's behaviour well. They address issues that arise and talk to children about how to use their words to express their feelings. Children are considerate of others and enjoy playing together. For example, they work together to decide what to build with blocks and negotiate different storylines as they play with a toy garage. Staff support children's understanding of the importance of healthy lifestyles very well. For instance, children confidently talk about apples being fruit that grow on trees and how they help them to grow 'big and strong'. Children enjoy regular physical play and exercise. They enjoy riding scooters and bicycles outdoors, and develop good balance and coordination.

Outcomes for children are good

Children quickly gain the skills needed for their next stage in learning and move to school. They are independent and motivated learners. They enjoy helping to set the table for snacks, pouring their drinks and serving themselves food. Children are creative and develop their ideas well, such as when exploring play dough and drawing pictures. They confidently find their name cards to register in the morning and dress themselves for outdoor play. Children develop strong mathematical skills. They count with confidence and recognise shapes in their play. Children learn to manage risks safely.

Setting details

Unique reference number	EY308805
Local authority	West Sussex
Inspection number	1070685
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 4
Total number of places	16
Number of children on roll	11
Name of registered person	Rosemarie Masters and Deborah Oakes Partnership
Registered person unique reference number	RP911578
Date of previous inspection	4 December 2014
Telephone number	01293 511 673 / 07986 683313

Piglits Pre-School registered in 2005. It operates in the Furnace Green area of Crawley, West Sussex. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. It is open on Tuesday and Wednesday between 9am and 3pm, and on Thursday between 9am and midday, during term time only. The pre-school employs two staff, both of whom have relevant childcare qualifications, with one at level 6 and one at level 4.

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