

# St John's Sunshine Pre-school



The Parish Hub, Borers Arms Road, Copthorne, Crawley, West Sussex, RH10 3ZQ

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 18 October 2017 |
| Previous inspection date | Not applicable  |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| 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 the well-qualified staff team work hard to create a stimulating and interesting environment for children. They observe and interact well with children as they play, helping children to make good progress in their learning and development.
- Children are encouraged to behave well. Staff manage any minor disagreements effectively and teach children to understand age-appropriate expectations. Children are polite and older children show good levels of confidence.
- Parents speak very highly about the manager and her staff. They say that new ideas implemented have been extremely beneficial for their children, such as the introduction of book bags to take home and share. Parents receive frequent information about their children's progress and they feel very involved in their children's learning.
- The committee and the management team work together very well to identify areas to develop. Since registration, they have consistently evaluated the quality of the provision to identify achievable targets and improve practice further. The views of all staff, children and parents are included in this process.

### It is not yet outstanding because:

- At times, staff are overly enthusiastic in providing answers for children. For instance, they do not give children enough time to consider and reply to questions themselves.
- The monitoring of staff performance is not strong enough to clearly identify how individual staff members can raise the quality of their teaching practice even further.

## 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 can consider information provided and have the opportunity to answer questions independently
- extend the arrangements for staff performance management to help identify and build on their teaching skills, to raise the quality of teaching to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and 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 the committee members and the staff working with the children.
- The inspector carried out a joint observation with the manager. She held a meeting with the manager, the deputy manager and the chairperson of the pre-school.
- The inspector spoke with the staff team and children at appropriate times during the inspection.
- 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 complete thorough risk assessments. There are good procedures for the safe recruitment of staff and for checking the suitability of all staff and committee members. The manager welcomes the experience of staff, such as qualified teachers, to support children's learning. Ongoing training helps all staff to develop their practice and skills further. The manager works closely with the staff to observe, assess and plan for each child's learning. She shares this information with parents and other professionals, such as speech and language therapists, to identify and address any gaps in children's learning.

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

Children enjoy exploring outdoors and learning about the wider world. For example, they have fun experimenting with magnifying glasses and finding items of interest, such as feathers and pumpkin seeds. Staff help children to have a secure understanding of numbers and early mathematical language, through games and routines. For example, they discuss how many skittles are knocked over. Children excitedly find numbered cards and staff provide lots of praise. Staff make good use of teaching strategies to help children develop their hand-eye coordination and hand muscles. For instance, they teach children how to use a range of tools skilfully when making models from dough and clay.

### Personal development, behaviour and welfare are good

Effective key-person arrangements help new children feel secure. Staff manage children's health and safety well and promote children's independence successfully during the day. For example, children help to care for the environment as they wash up following their snack, and they know where to place the cups and plates. Children follow good hygiene routines and remind each other not to run indoors. Staff provide ongoing opportunities for children to enjoy fresh air and physical exercise outdoors. Staff support children effectively when they leave the pre-school and move on to school. For example, staff introduce specific books, stories and activities to help children with this change. This supports children's emotional well-being.

### Outcomes for children are good

Children, including those who receive funded education, make good progress from their starting points. They are motivated and develop a good range of skills in readiness for their future learning, such as starting school. Younger children show an interest in writing letters using pens. They readily help themselves to books to support their early reading. Older children are confident and show that they recognise numbers and shapes. They solve problems and use language related to adding and subtracting.

## Setting details

|  |                               |
|--|-------------------------------|
| <b>Unique reference number</b>                   | EY490657                      |
| <b>Local authority</b>                           | West Sussex                   |
| <b>Inspection number</b>                         | 1015771                       |
| <b>Type of provision</b>                         | Sessional provision           |
| <b>Day care type</b>                             | Childcare - Non-Domestic      |
| <b>Registers</b>                                 | Early Years Register          |
| <b>Age range of children</b>                     | 2 - 4                         |
| <b>Total number of places</b>                    | 20                            |
| <b>Number of children on roll</b>                | 20                            |
| <b>Name of registered person</b>                 | St John's Sunshine Pre-School |
| <b>Registered person unique reference number</b> | RP905343                      |
| <b>Date of previous inspection</b>               | Not applicable                |
| <b>Telephone number</b>                          | 07963 501762 / 01342 716727   |

St John's Sunshine Pre-school registered in 2015. It operates from a church hall in Copthorne, Crawley, in West Sussex. The pre-school is open each weekday from 9.15am to 12.15pm, during term time only. The setting employs seven staff. Of these, two hold qualified teacher status and four staff hold early years qualifications at level 3 or above. The setting receives funding to provide free early education for children aged three and four years.

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