

The Good Start School

The Good Start School, The Street, Poynings, Brighton, BN45 7AQ



Inspection date

14 November 2017

Previous inspection date

17 June 2015

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

- The manager and staff are very caring. They create a nurturing, positive and welcoming environment where children feel happy, secure and valued. Children build trusting bonds with staff and make strong early friendships, developing their good social skills.
- Staff provide a wide variety of enjoyable experiences for children, both indoors and in the particularly stimulating outdoor area. They make very good use of questioning to encourage children to think and solve problems, and extend their learning skilfully. Children make good progress from their developmental starting points.
- The manager works closely with staff to evaluate the effectiveness of the nursery. They accurately identify strengths and areas for further improvement, making positive changes to improve children's experiences.
- Staff have strong partnerships with parents. They make plenty of time to discuss children's interests and achievements, and provide parents with good support for children's home learning. Parents feel very well supported and give high praise for the care their children receive.

It is not yet outstanding because:

- The manager does not precisely monitor the progress that specific groups of children make in their learning to help raise children's outcomes even further.
- The support for newer staff is not fully embedded to help raise the good quality of their practice further.

What the setting needs to do to improve further

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

- monitor the progress children make more precisely to help support specific groups of children further and raise children's outcomes to the highest levels
- offer further support for newer staff to continue to develop their good practice.

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 nursery'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 ambitious manager supports her enthusiastic and well-qualified staff well. She leads by example and works with the children every day, successfully modelling good practice. Staff access regular training opportunities and receive effective guidance and support to help their continued professional development. After recent training, staff have improved their support of children's literacy development outdoors. For example, children now have exciting 'mark-making kits' to explore the varied ways they can make marks outside. The manager and staff have recently improved the way they plan for children's daily experiences. For example, they closely observe children's current interests and play, and plan 'in the moment' activities that build on these. Safeguarding is effective. The manager and staff are well trained and have a thorough and up-to-date knowledge of child protection concerns and the actions to take to safeguard children's welfare.

Quality of teaching, learning and assessment is good

Staff assess children's individual learning closely. They plan effectively for children's next stages of learning and provide a challenging environment. Children enjoy a variety of creative activities and show good imagination. For example, they pay close attention to details as they create 'crocodiles' out of dough and use household objects to create models. Staff encourage children's ideas very well and consistently ask thought provoking questions, challenging children to think about 'how' and 'why'. Staff support children's early literacy skills successfully. For example, they encourage children to explore boxes with objects beginning with different letters and to practise the letter sounds. Staff build on children's own ideas in play skilfully, for instance, as they make sandcastles. They encourage children to make their own flag to sit on the top of the castle, sticking their decorated paper onto a pencil. Children proudly show off their finished creations.

Personal development, behaviour and welfare are good

Children excitedly explore the large and very well-resourced outdoor area. They are physically active and enjoy exploring, discovering and investigating outdoors. Children show strong physical skills. For example, they throw beanbags into hoops, climb on large tyres and use the swing set with confidence. Staff are very positive role models and children learn to behave well. They happily include others in their play, such as when looking through books together and helping each other choose what fancy-dress outfits to wear. Children are kind, respectful and considerate. They quickly pass along play dough when new children join the table and hand each other bowls of fruit during snack time.

Outcomes for children are good

Children are eager and motivated learners. They concentrate well and stay engaged in their play for good periods. For example, a group of children work together to carefully make a train track, making sure it joins to create a complete circuit. Children communicate confidently and enthusiastically talk about their lives, such as when standing in front of the group to share their recent experiences. They are confident and quickly gain the skills needed for the next stage in their learning and for school.

Setting details

Unique reference number	EY429233
Local authority	West Sussex
Inspection number	1094908
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	21
Name of registered person	Rachel Wilkinson and Michelle O'Neill Partnership
Registered person unique reference number	RP530715
Date of previous inspection	17 June 2015
Telephone number	01273 857 411

The Good Start School registered in 2011. It operates in Poynings, near Henfield, West Sussex. It opens Monday to Thursday from 8.45am to 3.30pm, and from 8.45am to 12.30pm on Friday, during term time only. The setting receives funding for the provision of free early education for children aged two, three and four years. The nursery employs six staff, all of whom hold relevant childcare qualifications between level 6 and level 2.

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