

# Stone Cross Independent Pre-School



Stone Cross School, Adur Drive, Stone Cross, Pevensey, East Sussex, BN24 5EF

**Inspection date** 23 April 2018  
Previous inspection date 5 May 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 team have worked hard to make changes and improvements to the provision that have had a positive impact on children's experiences. For instance, they have reflected on their practice and reorganised the indoor environment to help better encourage a calm and harmonious atmosphere with safe areas for quiet play.
- Staff meet all children's individual care and learning needs well and provide effective support for children who have special educational needs and/or disabilities. Staff work well with other agencies and professionals, and put effective support plans in place where required. All children make good progress.
- There are positive relationships with parents. Staff keep them well informed about children's progress and effectively involve them in their child's learning. For instance, they provide suggestions for activities that parents can continue at home.
- Staff make particularly good use of the outside play area to create a stimulating learning space with lots of interesting challenges for children. Children can choose to be inside or outside, and become engrossed in their play.

### It is not yet outstanding because:

- Staff do not gather as much information as possible from parents about what new children already know and can do, to help them monitor children's progress closely.
- Staff do not consistently provide opportunities for children to develop their creative ideas and freely explore art and design materials in their own way.

## What the setting needs to do to improve further

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

- seek more detailed information from parents about what children can already do when they begin to attend, to help establish children's starting points more clearly and help monitor children's progress more precisely from the outset
- extend opportunities further for children to freely develop their creative ideas and use their imagination during arts and crafts activities.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector spoke to the manager, deputy manager, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector sampled relevant documentation, such as evidence of staff suitability and children's records.
- The inspector spoke to some parents and took account of their views.

### Inspector

Rebecca Khabbazi

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. There are robust procedures in place to make sure staff are suitable to work with children. Staff understand how to recognise and report any child protection concerns. The manager monitors staff practice closely, for instance, she meets with them regularly. Staff make good use of training opportunities. For example, a course helped develop their skills in evaluating each other's practice, to help drive further improvements within the setting. The manager reviews the provision effectively and successfully identifies any development gaps. For instance, she found that children did not have enough opportunities to learn about and use everyday technology, so staff updated resources and equipment to better support children in this area.

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

Staff observe children closely. They effectively identify any areas where children may need more support and adapt activities and the environment as appropriate to make sure all children can take part. Staff join in with children's play and make learning enjoyable. For example, children enjoyed finding out how to work a 'tube telephone' with staff and using it for long conversations. Staff build on children's interests well. For instance, they taught children how to collect their own water from the outside tap to add to the mud kitchen. Staff have high expectations of children and set them interesting new challenges, such as attempting to fill a tray with pompoms before the sand timer runs out.

### Personal development, behaviour and welfare are good

Staff are warm and kind in their approach and help children behave well. For instance, they remind children of their expectations during circle time, such as waiting for their turn to talk. Children learn to value each other and learn about different people and communities. For instance, they share food that comes from around the world. Staff supervise children vigilantly. They teach children useful knowledge and skills to help keep them healthy and safe. For example, they encourage children to think about why it is safer to tidy toys away and what might happen if someone trips over. Children talk confidently about food that is good for them and remember that too much sugar is unhealthy.

### Outcomes for children are good

Children make good progress in their development. They are confident and grow in independence. Children enjoy taking responsibility for simple tasks, such as laying the table and cutting fruit for snack time. They get along well together and learn to take turns and share. Children communicate confidently and eagerly start conversations. They develop strong physical skills, for instance, they practise picking up pompoms with tweezers and balance along beams and over crates. Children recognise their written name and start to learn letters and the sounds they represent. They count confidently and solve simple problems. Children quickly gain the skills they need for the next stage in their learning and starting school.

## Setting details

<b>Unique reference number</b>	109525
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	1099388
<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>	3 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Stone Cross Independent Pre-School Committee
<b>Registered person unique reference number</b>	RP905906
<b>Date of previous inspection</b>	5 May 2017
<b>Telephone number</b>	01323 740 149

Stone Cross Independent Pre-School registered in 1999. It operates from within Stone Cross Primary School in Stone Cross, East Sussex. The pre-school is open during term time only from 8am to 3pm each weekday, except Wednesday when it is open until 4pm. The pre-school employs five staff, all of whom hold relevant qualifications at level 3. The provider receives funding to provide free early education for children aged three and four years.

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