

Teddy Wilf's Nursery School



St. Wilfred's Church Community Hall, Durnford Close, Chichester, West Sussex, PO19 3AG

Inspection date 26 April 2018
Previous inspection date 22 May 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

- There are effective partnerships in place with professionals to help meet the needs of the children. The managers and staff work closely with local inclusion advisers to share expertise and support children with language delay. All children, including those who have special educational needs, make good progress from their starting points.
- Staff successfully use group singing sessions to support children's good communication skills. Children enthusiastically join in, learning the words to new songs and confidently using actions as they sing.
- Partnerships with parents are strong. The managers encourage regular communication and involve parents in all aspects of their children's learning. They value parents' contributions highly and regularly discuss children's interests and next steps.
- The caring staff spend plenty of time playing with children in a positive way. They build strong bonds with the children, who are happy, settled and secure. The inclusive and nurturing environment supports children's emotional well-being successfully.

It is not yet outstanding because:

- The managers do not sufficiently monitor the progress that groups of children make in their learning, to identify potential gaps and help raise children's outcomes even further.
- The managers do not monitor staff performance rigorously to help set precise areas for further improvement for all staff and help staff to fully extend children's learning.

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 groups of children make in their learning closely, to help identify gaps and raise children's outcomes to the highest levels
- monitor staff performance more closely to help identify precisely how staff can raise their good practice further.

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 pre-school'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 managers have high expectations for the children and work closely with staff to evaluate the effectiveness of the pre-school and make improvements. They have recently focused on working with vulnerable families and accessing the support they need to help children thrive. Overall, the managers support their well-qualified staff well to continue to develop their childcare knowledge and skills. Staff benefit from good training opportunities, guidance and support. After recent training, staff have developed their support for children's behaviour and understanding of how their actions can affect others. Safeguarding is effective. All staff attend safeguarding training and have a thorough, up-to-date understanding of how to deal with any child protection concerns.

Quality of teaching, learning and assessment is good

Staff know the children well and assess their development closely. They effectively plan for children's next steps in learning and use their interests successfully to help engage them in a wide variety of experiences. For example, children enjoy exploring the colours they can make as they mix paint. After they make brown, staff encourage children to remember what colours they used and they excitedly recap together. Staff support children's mathematical skills very well. For example, children eagerly learn complex shapes, such as 'cylinders', and enthusiastically search the environment for toys that match. Staff work closely with children who have language delay and consistently use effective strategies, such as repeating speech and modelling simple sentences.

Personal development, behaviour and welfare are good

Staff effectively support children's positive behaviour and consistently remind them of their high expectations. Children behave very well and develop strong social skills. They make positive friendships and happily include others in their play, such as when excitedly making sandcastles together. Staff support children's understanding of healthy lifestyles very well and encourage plenty of conversation during mealtimes. Children confidently discuss the benefits of the nutritious food and drink as they enjoy their snack. They benefit from regular exercise in the well-resourced garden and develop good balance and coordination, for example, when using challenging climbing equipment.

Outcomes for children are good

Children are independent and confident. They enthusiastically make choices in their learning and enjoy taking responsibility for different tasks. For example, children carefully chop and prepare their snack, and tidy the toys away when they are finished. Funded children and those who need additional support are catching up quickly and progressing well. Children know the sounds that different letters represent and begin to write their name with support. They concentrate well as they build complicated structures with blocks and are well prepared for the next stage in their learning and school.

Setting details

Unique reference number	EY409959
Local authority	West Sussex
Inspection number	1094326
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	35
Name of registered person	Megan Louise Clark
Registered person unique reference number	RP515680
Date of previous inspection	22 May 2015
Telephone number	07881 740 168

Teddy Wilf's Nursery School registered in 2010. It is open Tuesday and Thursday from 9am to midday, and Monday, Wednesday and Friday from 9am to 3.30pm, during term time only. There are currently six staff working with the children, all of whom are qualified in early years childcare and education at level 3 or above, including one who has early years professional status. The nursery school receives funding to provide free early years education for children aged two, three and four years.

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