

# St. Andrew's Pre-School

The Steyning Centre, Fletchers Croft, Steyning, West Sussex, BN44 3XZ



<b>Inspection date</b>	27 April 2018
Previous inspection date	27 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 plan a wide variety of enjoyable experiences for children, indoors and in the stimulating outdoor area. Children engage very well and make good progress in their learning 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.
- Staff do not make the most of all interactions with children to extend their learning to the highest levels.

## 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
- make full use of opportunities that arise during staff interactions with children to fully extend their learning.

### Inspection activities

- The inspector observed teaching practices and the impact these have 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 for children's behaviour, how to understand their emotions and help them to calm down. After speaking to local schools, the manager and staff have enhanced their support for children's early writing skills. For example, they now give children exciting opportunities to develop their finger muscles and pincer grips. 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 an environment that successfully meets their interests. Staff encourage children's ideas very well and support their play skilfully. For example, children excitedly move vegetables from a painting activity to the play dough table and staff praise their creativity. They then encourage children to think about how the vegetables feel and the prints they can make in the dough. Staff support children's imaginary play particularly well. For instance, as children imagine it is Christmas, staff pretend to be 'Father Christmas' and children excitedly choose their favourite toy to wrap.

### Personal development, behaviour and welfare are good

Staff support children's understanding of the importance of healthy eating particularly well. For example, children excitedly talk about their favourite vegetables as they read stories and explore fresh vegetables during creative activities. They confidently discuss what they eat at home and how eating healthily benefits their bodies. Children excitedly explore the large and very well-resourced outdoor area. They are physically active and enjoy exploring, discovering and investigating outdoors. Staff are very positive role models and children learn to behave well. They are kind, respectful and considerate. For example, children quickly pass along play dough when new children join the table and hand each other bowls of fruit during snack.

### Outcomes for children are good

Children are well-motivated and concentrate well during their play and learning. They have good mathematical skills, such as when confidently counting and comparing the sizes of vegetables. Children communicate well and happily share their views and express themselves. They pay good attention to detail during creative activities and show strong early literacy skills, confidently recognising letters and their sounds. Children are curious about the natural world and quickly gain the skills needed for future learning and school.

## Setting details

<b>Unique reference number</b>	155380
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1089801
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Marion Pickup
<b>Registered person unique reference number</b>	RP512961
<b>Date of previous inspection</b>	27 April 2015
<b>Telephone number</b>	07748078733

St Andrew's Pre-School registered in 2001. The pre-school is open Monday to Friday from 9am to 12pm and Tuesday to Friday from 12pm to 1pm. They also open on Tuesday and Thursday from 1pm until 4pm and on these days are able to offer a full day session from 9am until 4pm. The pre-school provides funded early education for children aged two, three and four years. There are eight members of staff, seven of whom hold appropriate early years qualifications at level 3.

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