

The Donkey Field Pre School



Crawley Down C of E Village School, Hophurst Drive, Crawley Down, Crawley, West Sussex, RH10 4XA

Inspection date	11 June 2018
Previous inspection date	4 May 2016

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

- Children benefit from a safe setting which is securely fenced and gated. Staff check the premises daily to ensure they are safe for children to use.
- Parents are confident that their children are safe in the setting. They say that children have a wide range of interesting activities to choose from and that they have daily opportunities to discuss their child's learning and progress with their key person.
- There are positive relationships between the children and adults in the setting. These support children's emotional well-being. Children's behaviour is good.
- Staff develop good relationships with local schools and other settings where there is shared care. A constant approach to children's care is well supported. For example, information about children's achievements and daily needs is shared.
- Staff work well as key persons to find out from parents what their children can and cannot do when they start at the pre-school and establish next steps. From then, appropriate activities are planned and observed to help children make good progress in their learning and development.

It is not yet outstanding because:

- Staff do not always organise snack time sufficiently well to make the most of all learning opportunities for children.
- Not all parents have enough information to know how to contribute to their child's online assessments.

What the setting needs to do to improve further

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

- use time more efficiently during snack time to maximise children's learning and avoid excessive waiting
- enable parents to make regular contributions to their children's assessments.

Inspection activities

- The inspector and the manager observed activities inside and outside and discussed the quality of teaching.
- The inspector reviewed a range of documentation and policies, including those relating to the safeguarding of children, the management of their behaviour and the suitability of staff.
- The inspector spoke to parents, staff and children and took account of their views.
- The inspector held meetings with the vice chairperson of the committee and the manager of the provision to discuss the safety of the provision and the priorities for improvement.
- The inspector checked children's learning and progress records.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand the procedures to follow to help keep children safe and know who to contact if they have a concern about a child's safety or welfare. The management committee has rigorous procedures in place for the recruitment of suitable staff. Staff benefit from frequent meetings with the manager to discuss their practice and training needs. These support their ongoing development of their knowledge and skills. Children who have special educational needs and/or disabilities are well supported. Staff use and act on the advice they receive from external professionals. They also make effective use of additional funding to support the learning and progress of the most vulnerable children. The manager and staff identify appropriate areas for improvement. For example, the outside area has recently benefited from the installation of a new roof to allow outdoor activities in all weather.

Quality of teaching, learning and assessment is good

Children confidently lead their own learning. For example, children explore the effect of adding water to mud and recognise that water makes it runnier. They use brushes and sticks to make marks and decide to create treasure maps. Staff provide children with good opportunities to learn about other cultures. For example, children identify the countries they have visited on holiday or were born in and learn about a range of festivals. For instance, some families bring in food to celebrate Eid. Staff skilfully support children's communication and language skills. For example, they use sign language and work at the eye level of the children. They speak clearly to support good pronunciation.

Personal development, behaviour and welfare are good

Children learn how to be safe. For example, they understand the need to play in the shade, to wear hats and drink plenty of water when it is hot and sunny. They learn to share, take turns and recognise the rules of a game. Children's physical development is supported effectively. For example, children create their own obstacle course from bricks and a tunnel outside in the fresh air. Children's small-muscle skills and understanding of how to hold implements, such as brushes, develop effectively as they paint the fence and some toys with water. Children freely choose their own resources to support their play. They understand routines. For instance, they sit quietly and wait for their name to be called at the end of the session. This helps staff to ensure that each child is safely returned to the parent or carer collecting them.

Outcomes for children are good

Children are well prepared for the next stage of their education, including school. They learn to recognise their own names, identify initial letter sounds and blend these together to make simple words. Children have frequent opportunities for mark making to support early writing skills. They learn to count beyond 20. Children learn to manage their personal care and develop independence.

Setting details

Unique reference number	155339
Local authority	West Sussex
Inspection number	1137386
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	74
Name of registered person	The Donkey Field Pre School Committee
Registered person unique reference number	RP911055
Date of previous inspection	4 May 2016
Telephone number	01342717877

The Donkey Field Pre School registered in 2001. The pre-school employs seven members of childcare staff. Of these, six hold relevant qualifications. The pre-school opens from Monday to Friday during term time. Sessions are from 9am to midday and from 12.30pm to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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