

Lets Play Pre-School

Three Bridges Community Centre, Gales Place, Crawley, West Sussex, RH10 1QG



Inspection date

2 July 2018

Previous inspection date

14 July 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

- Staff use effective assessment systems to establish a wide view of what children can do and to understand how they can move their learning on further.
- Staff work closely with parents. They have established successful links between the setting and home to facilitate the continuation of learning. Staff support parents well to ensure children's wellbeing, for example, they work together to manage behaviour.
- Children, including those who have special educational needs (SEN) and/or disabilities and those who speak English as an additional language, make good progress. Staff implement effective systems devised with other professionals to extend their learning. For example, non-verbal children learn to communicate well using sign language.
- Staff provide healthy experiences for the children in the setting including plenty of opportunities to be active. They help children feel positive towards nutritious foods with activities such as, growing vegetables and making fruity snacks together.
- The manager monitors children's progress carefully and actively uses this information to improve the outcomes in weaker areas of learning. For example, changes in the way stories are read have enabled all children to get involved and to enjoy story times more.

It is not yet outstanding because:

- Staff do not consistently use techniques which help children to consider or develop their own thoughts and ideas.
- On some occasions, staff do not successfully differentiate play to meet the developmental needs of all the children wanting to join in.

What the setting needs to do to improve further

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

- enhance teaching skills to help children further develop their own thoughts and ideas
- develop staff practice further to help them meet the differing needs of all children when several children want to engage in play simultaneously.

Inspection activities

- The inspector observed activities inside and outdoors.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and staff planning documentation and checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation of children's learning and staff practice, with the manager.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures that her team has a good knowledge of the signs that may indicate that a child's welfare is at risk. They understand well how to act if a concern arises. Children learn how to stay safe, for example, they are aware of the procedures they need to follow to stay safe in the sun. The manager makes continual improvements to practice. These follow her evaluations of how well the setting meets children's needs and result from effective performance management systems. For example, she has recently worked with the staff team to establish planning systems that help staff meet children's individual needs more effectively. The manager supports staff well to gain higher qualifications and allows them to use their new knowledge to improve practice further.

Quality of teaching, learning and assessment is good

Staff interact with children with warmth and enthusiasm. They show skill in supporting the development of language, for example, they frequently model and reinforce language at a level suitable for the child. Staff show skill in preparing children for their future learning. They help them to develop early writing skills with activities, such as painting with water on walls where some children progress to forming letters. Staff teach early maths throughout the day, including at snack times, where children identify numerals and count the number of seats of available. Staff provide great opportunities for children to understand that differences exist between people. For instance, they use children's home languages effectively in the setting.

Personal development, behaviour and welfare are good

Staff form strong relationships with children. They always provide a warm welcome to children and families at the start of a day. Children demonstrate that they feel safe and secure in the setting; they come in happily and quickly become engaged in play. Staff ensure children find it easy to move on to other settings such as, school. Where children have SEN and/or disabilities, they ensure that their future teachers fully understand their needs and how to support them. Staff nurture children well to develop independence, for example, children select their own snacks and pour their own drinks. Staff manage behaviour positively; they ensure children understand the rules and routines are in place.

Outcomes for children are good

Children engage intently. They work out how to solve problems, for example, they discover how to make water move from one container to another using pipes. Children use their imaginations frequently, whether it be going on imaginary car journeys to the park or making pretend food using a range of containers. Children explore activities and find out about new things, for example, they enjoy stretching and exploring slimy materials whilst developing their hand strength. Children show good social skills. They often choose to play together and engage in conversations. They treat each other kindly.

Setting details

Unique reference number	113577
Local authority	West Sussex
Inspection number	1126625
Type of provision	Full-time 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	36
Number of children on roll	53
Name of registered person	Let's Play Pre-School Committee
Registered person unique reference number	RP523182
Date of previous inspection	14 July 2015
Telephone number	07762 468 935

Lets Play Pre-School registered in 1992. The setting is open each weekday during term time. Monday and Wednesday 9am until 3pm and Tuesday and Thursday 9am until 2pm and Friday 9am until midday. The setting provides funded early education for two-, three- and four-year-old children. The setting employs eight members of staff. Seven hold appropriate qualifications at level 2 and above, including one member of staff with a level 6 qualification.

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