

Southwick Pre-School Playgroup

Southwick Community Association, 24 Southwick Street, Brighton BN42
4TE



Inspection date	19 September 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

The provision is good

- Staff work hard to create a welcoming, inviting learning environment for children. They make good use of the outdoor area to offer interesting new challenges for children, who can choose to play indoors or outdoors throughout the day.
- Children are happy and settle quickly. They have good relationships with staff and each other. Staff meet all children's individual needs well and provide effective support for children who have special educational needs and/or disabilities.
- Staff plan and provide a varied range of stimulating activities and experiences for children based on a good knowledge of their interests, abilities and needs. Children are eager to join in and are motivated to learn. They make good progress in their development from their starting points.
- The manager and staff reflect on the provision and make changes that have a positive impact on children. For instance, they have reviewed their planning to make it more responsive to children's interests.

It is not yet outstanding because:

- Staff have not developed highly effective strategies for supporting all parents to further extend their child's learning at home, to help develop an even closer shared approach.
- The arrangements for supporting and developing staff are not consistently rigorous enough to help raise the quality of practice to an even higher level.

What the setting needs to do to improve further

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

- build on the good partnerships with parents to help them further support and extend their child's learning at home
- strengthen the systems for staff supervision, support and training to focus more precisely on improving the quality of teaching further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to the manager and staff 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, children's records and the setting's improvement plans.
- The inspector spoke to some parents and took account of their views.

Inspector

Rebecca Khabbazi

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager completes thorough checks of staff to make sure they are suitable for their role. Staff understand how to recognise and report any child protection concerns and take appropriate action when required. The manager monitors staff practice appropriately overall and staff work together well as a team, sharing tasks throughout the day. The manager and staff monitor children's learning effectively. They review children's progress as a group to help identify any shared areas to offer more support. For instance, they plan sessions for older children focusing on skills to help prepare them for school. There are positive relationships with parents. Staff work with them closely and keep them well-informed about children's learning and care.

Quality of teaching, learning and assessment is good

Staff make accurate assessments of children's development. They quickly identify any gaps in their learning and work well with other professionals to develop support plans where needed. They use their good knowledge of children to ensure any additional funding is well targeted and has a positive impact on their learning and well-being. Staff support children's communication and language well, for instance, they use props, such as soft toys during group activities to gain their attention and encourage conversation. They give children time to experiment and solve simple problems, such as working out how to make their tall tower stronger. Staff plan some exciting experiences for children that support their understanding of the world. For example, children watched some ducklings hatch and helped care for them during their first few days of life.

Personal development, behaviour and welfare are good

Staff are good role models. They use a variety of strategies to help children learn about acceptable boundaries, such as reminding them of the expectations at circle time. Children behave well. They find out about different people and communities. For instance, they learn about special events and celebrations in their friends' lives. Staff teach children useful skills and knowledge to help keep them healthy and safe. For example, children remember to have a drink after a physical activity to stay hydrated and know they should not run indoors. Children have good opportunities to be active. For instance, they play outdoors every day and enjoy practising their physical skills during music and movement sessions.

Outcomes for children are good

Children grow in confidence and independence. They make choices and decisions about which activities to take part in. They enjoy taking responsibility for small tasks, such as helping prepare snack or tidying up. Children get along well together and develop strong social skills. They learn to wait for their turn on the equipment and they show concern for their friends when they are hurt. They are good communicators and begin to express their ideas and needs. Older children remember the words to their favourite songs and count as they play. Children benefit from a variety of outings within the local community that helps to broaden their experiences. They quickly gain the skills they need for their future learning and starting school.

Setting details

Unique reference number	EY501405
Local authority	West Sussex
Inspection number	10077230
Type of provision	Full day care
Registers	Early Years Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	16
Name of registered person	Beauchamp, Oksana Vasilevna
Registered person unique reference number	RP516188
Date of previous inspection	Not applicable
Telephone number	07931104403

Southwick Pre-School Playgroup was established in 1963 and re-registered in 2016. It operates from Southwick Community Centre, West Sussex. The pre-school is open from 9.15am to 3.15pm, Monday to Friday, during term time. It receives funding to provide free early education to children aged two, three and four years. There are six members of staff, four of whom hold relevant childcare qualifications.

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