

Tangmere Pre-School

Tangmere Village Centre, Malcolm Road, Chichester PO20 2HS



Inspection date	18 September 2018
Previous inspection date	Not applicable

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

- The manager and staff are well qualified, experienced and enthusiastic. They spend plenty of time playing with children in a positive way and build strong bonds with all children, who are happy, settled and secure. The inclusive and nurturing environment supports children's emotional well-being successfully.
- Staff plan an engaging and varied environment and support children's learning well. Children enthusiastically play, explore and discover, inside and outdoors. They are inquisitive and curious about the world around them and make good progress from their starting points in learning.
- Partnerships with parents are successful. Staff use effective ways to involve parents in their children's learning. They regularly invite parents in to the pre-school to discuss children's development and offer helpful suggestions to support learning from home.
- The manager regularly evaluates the effectiveness of the pre-school. She looks for any differences in the learning of groups of children, such as boys and girls, and makes positive changes that help all children to make good progress.

It is not yet outstanding because:

- Occasionally, staff do not give children enough time to think and respond to the questions they ask, to extend their thinking skills further.
- At times, staff do not organise sessions in the most effective way, to enable children to develop and extend their play without interruption.

What the setting needs to do to improve further

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

- give children more time to think of their own answers to questions before offering suggestions, to support their thinking skills further
- include children more effectively in the routines of the day to help make the most of opportunities to support children's learning and avoid interrupting them when they are engaged in activities.

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 leadership and management is good

The dedicated manager is well supported by her staff team. Together, they reflect closely on children's experiences and make continual improvements. For example, they have greatly improved the outdoor area, adding exciting sensory opportunities, such as a water exploration wall and mud kitchen. The manager supports the continued professional development of her staff well. She provides good coaching, guidance and helpful further training opportunities. After recent training, staff have enhanced their support for boys' literacy development and focused on planning exciting new experiences linked to their interests. Safeguarding is effective. The manager and staff attend regular training on all aspects of safeguarding. They are clear on the action to take if they have a concern and take effective steps to ensure children's safety.

Quality of teaching, learning and assessment is good

Staff observe children regularly and assess their stages of development well. They use children's interests to help provide enjoyable learning opportunities that motivate and engage them. For example, children enjoy discussing what makes them the same and different to others, as they explore various activities. They pay good attention to detail as they carefully make their faces with play dough and excitedly compare the eye and hair colour of their friends. Staff support children's mathematical skills consistently well as they play. For example, they use words, such as 'half' and 'quarter', encourage children to identify shapes and challenge them to count how many blocks they use as they build towers.

Personal development, behaviour and welfare are good

Staff are very sensitive towards children's needs and value them highly as individuals. They are strong role models and positively remind children of their expectations. Children behave well and are kind and considerate of others. They happily include others in their play, making sure everyone has a turn, such as when happily sharing out dough so they each have enough to use. Children are physically active and enjoy plenty of opportunities for exercise and outdoor play, such as in the well-resourced garden and on trips into the local community. They show good balance, strength and coordination as they use challenging physical equipment.

Outcomes for children are good

Children eagerly learn the skills that prepare them for their future learning and starting school. They use their imaginations well, such as when preparing meals for each other in the role-play kitchen and pretending to wash and iron clothes. Children confidently share their ideas and views, and communicate well. They have good control over pencils and creative equipment, and confidently use computers to complete simple games. Children thoughtfully discuss emotions and what makes themselves and others happy or sad.

Setting details

Unique reference number	EY500150
Local authority	West Sussex
Inspection number	10076734
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	16
Number of children on roll	11
Name of registered person	Cann, Helen Philomena
Registered person unique reference number	RP901091
Date of previous inspection	Not applicable
Telephone number	07553887035

Tangmere Pre-School registered in 2016. It operates between 9.15am and 12.15pm on Monday to Friday, during term time only. There are three members of staff, two of whom hold appropriate early years qualifications from level 3 to level 4. The pre-school provides funded early education for two-, three- and four-year-old children.

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