

Friary Pre-School

St. Francis of Assisi Catholic School, Southgate Drive, Crawley, West Sussex RH10 6HD



Inspection date	20 September 2018
Previous inspection date	12 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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

- Staff work closely with parents to establish a wide understanding of children's interests and achievements. Staff understand well the progress children make and plan carefully to move them forward. They ensure parents remain well informed about children's developmental needs and can continue to support their learning at home.
- Children, including those who speak English as an additional language, make good progress from their starting points. Children develop particularly well in their communication and language skills.
- Staff help children to understand how to be healthy. They engage children in activities which help them to develop positive attitudes towards nutritious food. This includes giving them opportunities to explore a range of fruit and vegetables. Children play actively and benefit from regular exercise.
- Leaders support staff well to encourage their professional development. They enable them to develop higher qualifications and provide effective training for staff to build on their good teaching skills.

It is not yet outstanding because:

- Staff do not consistently consider children's individual learning styles when planning activities to support the development of early writing skills.
- At times, the activities and resources planned by staff do not fully encourage all children to express themselves creatively.

What the setting needs to do to improve further

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

- review and improve the variety of activities used to promote the development of early writing skills to ensure they appeal to children's differing learning styles
- enhance opportunities for children to express themselves creatively.

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, 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 leadership and management is good

Safeguarding is effective. The manager ensures that staff have a strong knowledge of the signs that indicate that a child's welfare is at risk and that they all know what to do if a concern arises. The manager works closely with other professionals and families to ensure children's needs are being met and to protect their well-being. The manager carefully evaluates all aspects of practice. Through attentive monitoring of children's progress and thorough staff performance management systems she notes where improvements need to be made. For example, she is currently working to make the systems they use to record staff observations of children's progress more effective. The staff team works well together to support children's development.

Quality of teaching, learning and assessment is good

Staff consistently make meaningful observations of children's interests and act on these effectively to extend children's learning. For example, one child's cooking role play leads to children using tools to prepare real vegetables. Staff challenge children effectively to help them develop, including when they encourage children to practise jumping off apparatus. This helps children learn about safety and balance and develop control of their bodies. Children have good opportunities to recognise and understand that differences exist between everybody. Staff help facilitate this with resources, such as interactive displays that promote conversation about each other's families and cultural backgrounds.

Personal development, behaviour and welfare are good

Children benefit from successful settling-in procedures and a strong key-person system. They find it easy to say goodbye to their parents when they start in the setting and quickly form relationships with the staff. Staff get to know the children quickly, they welcome them warmly and make sure children's favourite toys are ready for them. When it is time to move on to other settings, including school, staff prepare children well. This includes ensuring children develop good social skills and self-confidence. Staff support children well to develop independence. They help children to understand the daily routines and to manage some of these by themselves. For example, happily children collect their snack and put their coats on to go outside.

Outcomes for children are good

Children engage intently, and explore resources and activities in a focused manner. For example, they concentrate hard when they work out how to make a ball go from one end of a piece of fabric to another. Children develop good early literacy skills. For instance, they learn that text carries meaning, such as when they point to words and pictures on a printed sheet at snack time and name the types of fruit they can see on it. Children show mathematical skills. They think about patterns and size as they sort toys, and use and hear numbers throughout their play.

Setting details

Unique reference number	113493
Local authority	West Sussex
Inspection number	10060729
Type of provision	Full 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	40
Number of children on roll	52
Name of registered person	Barry, Tony
Registered person unique reference number	RP512038
Date of previous inspection	12 October 2015
Telephone number	01293 403 873

Friary Pre-School registered in 1998. It operates from a building in the grounds of St Francis of Assisi Primary School in Crawley, West Sussex. The pre-school operates every weekday during school term times. Opening times are from 9am to 3.30pm. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs eight staff, of whom, seven hold appropriate early years qualifications from level 2 to level 6.

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