

St Andrew's Pre-School

St. Andrew's Church, Burgess Hill, West Sussex RH15 0LG



Inspection date	8 October 2018
Previous inspection date	1 December 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

The provision is outstanding

- The highly experienced and dedicated manager is an excellent role model. She is deeply committed to the ongoing development of the pre-school and continually improving outcomes for all children.
- Staff have high expectations of all children. They are committed to their roles and raising the quality of their teaching to benefit children and their families. For example, they talk passionately about the training they have attended and how this has increased opportunities to communicate with children and improve their social interactions. Children make high rates of progress in their learning.
- Staff create a very welcoming and relaxed environment where children feel incredibly safe and secure. Children's voices are listened to, staff value their ideas and they are motivated to be inquisitive learners.
- Parents talk incredibly highly of the manager and her staff team. They are extremely complimentary of the exceptional support their children receive. They comment on the manager's attendance at their meetings with professionals to increase support provided to their children. They praise the individual care that the staff offer to prepare their children to start school.
- Children with special educational needs (SEN) and/or disabilities receive exceptional support. Staff have developed excellent relationships with a wide range of professionals to meet children's individual needs incredibly well. For instance, the local health visitor attends the setting to complete children's developmental assessments with parents and the staff team.

What the setting needs to do to improve further

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

- enhance the inspiring programmes further to offer even more opportunities for children to explore nature and the world around them in the outdoor areas.

Inspection activities

- The inspector observed children during activities indoors and outdoors.
- The inspector spoke with parents and took account of their views.
- The inspector spoke with children and staff at appropriate times, including looking at children's records and planning.
- The inspector completed a joint observation with the manager.
- The inspector met with the manager and chairperson to look at a range of documentation, including policies and procedures, evaluative planning, staff records, recruitment, training and safeguarding procedures.

Inspector

Nicola Edwards

Inspection findings

Effectiveness of leadership and management is outstanding

The manager is passionate about improving teaching practice to ensure the best possible outcomes for children. She has developed meticulous systems for self-evaluation, staff supervision and team meetings to ensure the consistent improvement of the pre-school. The staff are supported incredibly well to develop their ongoing professional knowledge and share good practise. Robust systems of recruitment and induction help ensure that all staff have an excellent understanding of their roles and responsibilities. Safeguarding is effective. Staff attend regular training and have an excellent understanding of all aspects of safeguarding. They talk confidently of their responsibilities if they have a concern about a child's safety or well-being. Systems for monitoring the progress of children are exceptional. The manager reviews all children's progress weekly and implements support for staff and children very quickly.

Quality of teaching, learning and assessment is outstanding

A secure key-person system means staff have an excellent understanding of children's interests, abilities and developmental needs. Accurate assessment systems involve children, parents and other professionals. Children are offered superb opportunities to develop their problem-solving skills. For example, some children enthusiastically explore how to use tools to make coloured patterns on construction boards. Others carefully construct sensory puzzles on the lightbox or take turns to help follow a recipe to make their own play dough. Children are excited to learn about animal life cycles. For instance, they carefully monitor duck eggs in their incubator as they hatch, before bathing them and caring for them before returning them to the farm. The manager recognises the need to enhance children's knowledge of nature and the environment even further.

Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary. Staff offer excellent opportunities for children to develop their social skills. For instance, they are engrossed as they work in small focus groups to play games where they take turns, share and listen carefully. Staff encourage children to persevere and concentrate in all aspects of their routines. For instance, at snack time children carefully select their fruits and vegetables using pincer tools, developing excellent hand control and coordination. Children are visibly happy, very engaged and concentrate for long periods in their chosen play. Children are exceptionally well supported for the next steps in their learning and the transitions to school. The manager has forged excellent partnerships with a large number of local schools.

Outcomes for children are outstanding

All children, including those who have SEN and/or disabilities make excellent progress from their starting points. Children are independent, inquisitive and self-motivated. They develop excellent mathematics skills. For example, they compare the size of apples and pumpkins in the autumn nature tray. Children talk about the concepts of bigger and smaller, shape and colour, before independently placing them in order of size.

Setting details

Unique reference number	113716
Local authority	West Sussex
Inspection number	10060512
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 - 5
Total number of places	85
Number of children on roll	116
Name of registered person	St Andrew's (Burgess Hill) Pre-School
Registered person unique reference number	RP524331
Date of previous inspection	1 December 2015
Telephone number	07845 919016

St Andrew's Pre-School registered in 1992 and operates from two large rooms within a church community centre in a residential area of Burgess Hill, West Sussex. The pre-school employs 24 members of staff, of whom, 20 hold an appropriate early years qualification. The pre-school is open term time only. Sessions are on Monday, Wednesday and Thursday from 9am to 3.30pm. Tuesday from 9.30am to 3.30pm and Friday from 9am to 2.30pm. The pre-school provides funded early education for three- and four-year-old children.

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