

Lindens Pre-School Group

39 Highdown Avenue, Worthing, West Sussex BN13 1QL



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| Inspection date | 18 October 2018 |
| Previous inspection date | 20 April 2018 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Inadequate | 4 |
| 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 is conscientious and enthusiastic. She has a successful system in place to evaluate the effectiveness of provision. She makes ongoing improvements to the pre-school to enhance children's experiences and to secure their continued good progress.
- Staff make very good use of risk assessments to identify and minimise potential hazards. Children manage their own safety well.
- Children's behaviour is excellent. They are polite, kind and play cooperatively with their older and younger peers. Children listen very well and follow instructions from staff.
- Parents speak highly of the pre-school, they comment that staff provide the essential building blocks their children need in preparation for the transition to school.

It is not yet outstanding because:

- Occasionally, staff do not fully challenge children during some activities to take their engagement and concentration to a higher level.
- The management team does not fully check the progress of the different groups of children, to help identify gaps in their learning.

What the setting needs to do to improve further

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

- ensure that staff fully challenge and extend children's learning to help them make the best possible progress
- enhance the systems of assessment to include different groups of children, to identify common gaps in children's development throughout the pre-school.

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 completed a joint observation with the manager and discussed the quality of teaching.
- The inspector met with the manager and checked evidence of the suitability and qualifications of staff working with children, policies and procedures.
- The inspector considered the views of parents spoken to on the day.

Inspector
Shan Jones

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Leaders and staff complete comprehensive safeguarding training and know how to recognise signs and symptoms of abuse. Staff consistently ensure that they immediately and accurately record any existing injuries and accidents to children. Leaders understand their responsibility to notify Ofsted of any significant events. Comprehensive recruitment systems are now in place to help ensure staff are suitable to work with children. Leaders implement extremely robust procedures to track and analyse children's individual progress.

Quality of teaching, learning and assessment is good

The nursery environment is vibrant and interesting. Children can access a range of resources independently and they work purposefully as they explore their interests. For example, a group of boys created an imaginative game using construction resources to design crabs swimming in the sea. Staff promote children's language development well. For example, they repeat children's attempts at sentences and model new words clearly. Children thoroughly enjoy the sensory experiences that are offered. They play with sand and water and have great fun experimenting with ingredients to create the effect of volcanos. Staff know the children in their key groups well. They monitor their progress accurately, and plan activities each week to help them achieve the next steps in their learning.

Personal development, behaviour and welfare are good

Staff gather detailed information from parents about what their children know and can do when they first start to attend. Children form strong bonds with approachable and friendly staff who know them well. Staff value children's ideas and praise their achievements, building high levels of self-esteem. Children relish the responsibility of completing tasks, such as helping to tidy away and managing their shoes and coats, gaining good independence. Children thoroughly enjoy outdoor play and develop their physical skills through climbing, balancing on equipment and playing ball games.

Outcomes for children are good

Children make good progress in their learning and develop the attributes needed for their eventual move on to school. Children demonstrate a good knowledge of mathematical vocabulary, count and correctly identify shapes as they play. They develop strong friendships with their peers. Children are confident in their own abilities and enjoy each other's company.

Setting details

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| Unique reference number | 113578 |
| Local authority | West Sussex |
| Inspection number | 10077348 |
| 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 | 52 |
| Number of children on roll | 24 |
| Name of registered person | Tovey, Wendy, Violet Ann |
| Registered person unique reference number | RP512055 |
| Date of previous inspection | 20 April 2018 |
| Telephone number | 01903 268919 |

Lindens Pre-School Group registered in 1979. It is open during school term times only, on Monday to Friday from 8.45am to 3.30pm. The pre-school receives funding to provide free early education to children aged two, three and four years. There are seven members of staff. Of these, five hold relevant qualifications at level 3 and one at level 2.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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