

Birdham Pre-school

The Early Years Lodge, Crooked Lane, Birdham, CHICHESTER, West Sussex PO20 7HB



Inspection date	20 November 2018
Previous inspection date	13 May 2016

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 provide a warm and welcoming environment with plenty of activities and resources. This helps children to settle quickly and begin exploring.
- The manager, deputy manager and staff know children and their families extremely well. Effective communication strategies ensure that children's individual needs and stages of development are known and supported well. Children make good progress.
- Self-evaluation is good. The new manager and her deputy have excellent attitudes towards continuous development and have taken action to improve the provision. For example they have extended and developed the outdoor area to help provide even greater learning opportunities for those children who prefer to learn outdoors.
- Staff work closely with other professionals who support children's development and others who share children's care with them. They communicate regularly and incorporate others' ideas to help provide a consistent approach to children's ongoing development.

It is not yet outstanding because:

- At times, staff do not organise activities so that the youngest children receive the same good levels of support that older children have.
- During some large-group activities, staff do not provide enough space for children to move freely or take part as enthusiastically as they would like.

What the setting needs to do to improve further

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

- take greater account of the needs of the youngest children when planning activities, so that they receive the same levels of good support that older children receive
- improve the planning of large-group, physical play activities to ensure that all children taking part have sufficient space to take part fully.

Inspection activities

- The inspector spoke to managers, staff and children at appropriate times during the inspection.
- The inspector observed staff's interactions with children and their quality of teaching during activities.
- The inspector took part in a joint observation of an activity with the manager.
- The inspector tracked some children's development, viewed their development records and discussed their progress with their key persons.
- The inspector spoke to some parents and other family members to gain their feedback on the setting and staff.

Inspector

Hannah Barter

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a confident knowledge and understanding of the pre-school's safeguarding procedures and what to do if they have concerns about children's safety or well-being. The manager ensures that staff's knowledge is up to date and any changes in practice or legislation are passed on to them during regular staff meetings and supervisions. Recruitment procedures are effective. Ongoing support and mentoring, as well as very regular supervision meetings, ensure that staff are continuously developing their knowledge and skills to improve learning outcomes further for children. For example, some staff have received training in the use of sign language, which has had a positive impact on some children's ability to communicate.

Quality of teaching, learning and assessment is good

Children thoroughly enjoy their time at the setting and are learning the skills needed to help support their future learning and move to school. Staff constantly observe children as they play and plan activities that link to children's interests to help them engage effectively in learning. They plan a variety of activities to encourage children to develop their mathematical awareness and early literacy skills. For example, children enjoyed exploring a variety of different shaped resources and confidently answered staff when asked what shapes they could see. Staff extended their learning by encouraging them to draw the shapes that they could recognise and then 'have a go' at naming the letters printed on them. Children enjoy being creative and use their imaginations to create their own planets. They talk confidently about what they are doing and learn to use resources, such as scissors.

Personal development, behaviour and welfare are good

Children behave well. They have a good understanding of what staff expect from them and follow instructions well. Staff are positive role models. They treat children with respect and provide endless amounts of praise and encouragement. They teach children about the importance of kindness and respect for other people. Children learn about the wider world, different cultures and religions. They enjoy celebrating different festivals throughout the year. Children have constant access to the outdoor area. They are able to decide throughout the day where they want to play, and the indoor and outdoor environments provide good opportunities for children to learn and make good progress.

Outcomes for children are good

All children, including those with special educational needs and/or disabilities, are making at least good progress in all areas of learning and development. They are independent and active learners who thrive on being challenged. Children communicate confidently and are developing good problem-solving skills. They enjoy completing tasks for themselves, for example, they prepare their snacks of fresh fruit and are able to pour their own drinks.

Setting details

Unique reference number	EY477963
Local authority	West Sussex
Inspection number	10075999
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	1 - 4
Total number of places	32
Number of children on roll	54
Name of registered person	Birdham Pre-school CIO
Registered person unique reference number	RP902580
Date of previous inspection	13 May 2016
Telephone number	01243 514562

Birdham Pre-school originally registered in 1982 and re-registered in 2014. It operates from a purpose-built building in the grounds of Birdham Primary School in Chichester. The pre-school is open Monday to Friday from 8am to 4.30pm, during term time only. There are eight staff, seven of whom hold relevant early years qualifications at level 3. The pre-school receives funding to provide free early education for children aged two, three and four years.

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