

New Beginnings Pre-School

Coombe Road Primary School, Milner Road, Brighton, Sussex BN2 4BP



Inspection date	11 December 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

This provision is good

- Caring staff create a nurturing and inclusive environment for children. They show a genuine interest in the children's lives and build trusting bonds with them. Children are very happy, secure and develop positive social skills and early friendships. They behave well and respond positively to the consistent and gentle reminders of staff.
- There are strong partnerships in place with local inclusion services and staff make very good use of the knowledge and expertise of speech therapists. They dedicate much time to offering further support for children who need extra help with their communication and language skills. All children, including those who have special educational needs, make good progress from their starting points.
- The managers work well with staff and parents to evaluate the pre-school and identify areas for further development. They use detailed improvement plans and make positive changes to help improve children's experiences.
- Partnerships with parents are very good and staff effectively involve parents in their children's learning. They regularly share children's detailed development records and give helpful ideas for how they can support further learning at home.
- The managers do not monitor staff performance rigorously enough to help set precise areas for further improvement for all staff and achieve outstanding practice.
- The managers do not precisely monitor the progress that specific groups of children make in their learning to help raise children's outcomes even further.

What the setting needs to do to improve further

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

- develop the monitoring of staff performance further to help identify precisely how staff can raise their good practice further
- monitor the progress children make more precisely to help support specific groups of children further and raise children's outcomes to the highest levels.

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 ambitious managers lead their hard working and well-qualified staff successfully and overall, support their continued professional development well. They offer good guidance, such as through team support meetings and identify relevant further training. After recent training, staff have improved their understanding of attachments and the benefits of children feeling safe, secure and settled. The managers and staff have recently introduced recycling to the children and children are interested in how to help the environment. They enjoy using packaging from their lunches for creative activities and identifying what can be recycled and used again. Safeguarding is effective. The managers and staff are well trained and have a thorough knowledge of child protection concerns and the actions to take. They confidently discuss wider safeguarding issues.

Quality of teaching, learning and assessment is good

Staff observe children closely and accurately assess their development. They follow children's interests successfully and plan a varied and stimulating environment, where children have exciting opportunities to explore, discover and try new things. For example, children happily develop complex imaginary play in the well-resourced role-play area. They confidently take on roles and carefully choose what meals to make and what toy ingredients to use, discussing with staff what might taste the best. Staff support children's language development well and use effective strategies to offer further support for those who need it. For example, they consistently listen carefully to what children say, model correct words and pronunciation and introduce new words where possible.

Personal development, behaviour and welfare are good

Staff provide a very welcoming environment where children are confident, settled and at ease. Younger children enjoy cuddles with staff and are keen to include them in their play. Children consistently receive warm praise and encouragement throughout their play and take great pride in their achievements. For example, at group time, they excitedly show their friends three dimensional structures they have made and receive a round of applause. Children develop positive social skills, work very well together and are considerate of others, such as when asking friends if they want to play with them and join in with their games. Children enjoy regular outdoor play in the stimulating garden and take part in fun daily physical sessions, such as challenging obstacle courses.

Outcomes for children are good

Children eagerly take part in a wide range of activities and experiences and quickly gain the skills they need for their future learning and school. They are very imaginative, creative and show good mathematical development. Children recognise the letters of their name with staff support and give good detail to their drawings. They communicate well and confidently share their ideas and views. Children are very active and develop strong balance, coordination and physical skills.

Setting details

Unique reference number	EY538170
Local authority	Brighton and Hove
Inspection number	10086637
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	30
Number of children on roll	34
Name of registered person	New Beginnings Committee
Registered person unique reference number	RP517672
Date of previous inspection	Not applicable
Telephone number	07722074841

New Beginnings Pre-School registered in 2016. There are 11 members of staff, ten of whom hold appropriate early years qualifications between levels 2 and early years professional status. It is open each weekday during term time. Sessions are from 8.50am to 2.50pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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