

Bolney Under Fives Pre-School Group

Rawson Hall, The Street, Haywards Heath RH17 5PF



Inspection date

13 December 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision

This inspection:

Good

2

Previous inspection:

Not applicable

Effectiveness of leadership and management

Good

2

Quality of teaching, learning and assessment

Good

2

Personal development, behaviour and welfare

Outstanding

1

Outcomes for children

Good

2

Summary of key findings for parents

This provision is good

- The manager is highly attentive to the differing emotional needs of children and parents. She works in close partnership with other professionals to guarantee children's welfare and to provide a high level of support for parents where they need it most. Staff support children extremely well in their emotional development. For example, they teach them to understand how they are feeling and to manage this in a very mature way.
- Staff ensure that children learn skills that will help them in their future learning. They successfully teach children early reading, writing and numeracy skills. Children frequently use numbers in their play and show good counting skills.
- Staff support children extremely well to develop independence. They complete daily tasks, including preparing for and cleaning up after snack with high levels of independence. Children understand the rules and routines in the setting very well. They know exactly where resources belong and make very well-informed choices about the activities they want to play with.
- Children make good progress from their starting points. They develop confidence quickly.
- The manager monitors the progress children make and ensures that swift action is taken if gaps in progress occur. She compares the progress made by groups of children to ensure all children have equal opportunities to progress well.
- The manager has not yet employed focused professional development opportunities for staff, to move their teaching skills on from good to outstanding.
- Although staff inform parents well about the progress children make, they do not consistently offer parents effective opportunities to extend children's learning at home.

What the setting needs to do to improve further

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

- strengthen the opportunities for staff to gain new knowledge and skills which will help them to improve their already good teaching skills
- provide parents with more effective opportunities to continue children's learning at home.

Inspection activities

- The inspector carried out a joint observation of children's learning and staff practice, with the manager.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and 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 observed activities inside and outdoors.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager successfully ensures that staff are well informed about the safeguarding procedures they should follow if they have concerns about children's welfare. Staff empower children to manage their own safety. For example, children work out how to travel safely through a tunnel when riding bikes. The manager actively evaluates practice and makes effective changes based on her judgements. She is currently implementing a new system to improve further the way children's progress is assessed and to enable staff to pinpoint more accurately children's developmental needs. Overall, staff use their qualifications well to widen children's experiences.

Quality of teaching, learning and assessment is good

Staff demonstrate a thorough understanding of each child and recognise their next steps in learning. They consistently work with children to help them meet these. For example, they all use the same methods to teach toddlers to take turns at playing with toys. Staff promote the development of children's speech and language skills well. For instance, they consistently introduce words and warmly praise babies for the sounds they make. Staff provide children with good opportunities to understand that differences exist between people. This includes representing children's home languages in the setting and sharing aspects of different cultural backgrounds.

Personal development, behaviour and welfare are outstanding

Staff support children with great care and sensitivity to help them feel very confident and secure to leave their parents. Children come in eagerly and demonstrate that they feel extremely safe and secure in the setting. Staff work in very close partnership with parents to manage children's personal development. For example, they provide excellent opportunities for parents to understand how to promote positive behaviour at home. Staff support children's physical well-being extremely well with a programme of physical exercise which is planned meticulously to help children develop strength in the areas that are most important for their stages in development. Staff value children's opinions greatly and ensure that they develop the confidence to express these. This includes listening to children's comments attentively and making sure they are implemented into the plans staff make.

Outcomes for children are good

Children demonstrate effective social skills. They devise games together and agree on rules. They develop skills that help them to move on to other settings, including school. Children concentrate intently on what they are doing. For example, some take great care when writing a message in a card and ensure they hold their pencil with a good grip. Others concentrate hard as they work with friends to build mountains of sand without them falling. Children develop early reading skills, such as recognising the sounds letters make. Babies make good progress. They challenge themselves to reach toys that have been placed higher up and pull themselves to standing. They quickly form bonds with their key person and become confident to explore the environment with her close by.

Setting details

Unique reference number	EY495006
Local authority	West Sussex
Inspection number	10086613
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	0 - 8
Total number of places	26
Number of children on roll	41
Name of registered person	Bolney Under Fives Group Committee
Registered person unique reference number	RP522786
Date of previous inspection	Not applicable
Telephone number	01444 848631

Bolney Under Fives Pre-School Group registered at its current premises in 2015. It is situated in Haywards Heath, West Sussex. The setting is open from 8am to 5.30pm, Monday to Friday, for 43 weeks of the year. It is also open for before- and after-school care and during some school holidays. There are six members of staff, five of whom hold appropriate early years qualifications to at least level 3. The manager holds a level 6 qualification. The setting receives funding for the provision of free early education for children aged two, three and four years.

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