

Blackboys Pre-School

Blackboys, Gun Road, Blackboys, UCKFIELD, East Sussex TN22 5JY



Inspection date	7 January 2019
Previous inspection date	21 April 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

This provision is good

- The manager is committed to the ongoing training and development of her staff team. She has developed an effective peer observation system and training programme for all staff, to support their ongoing professional development.
- Children's knowledge and understanding of the world are fostered particularly well. Children are offered exciting opportunities to learn about nature. For instance, they enjoy daily visits to collect eggs from the chicken coop, care for the pre-school's guinea pigs and grow their own plants in the allotment. This contributes to the good progress that children make.
- Staff have developed effective settling-in systems to welcome children to the pre-school. Children demonstrate that they feel safe and secure. For instance, when they arrive at the pre-school they eagerly seek out staff members to share news about their home lives and achievements.
- Partnerships with parents are strong. Parents speak highly of the flexible and supportive attitude of the staff and manager. They comment on how quickly their children settle into the pre-school and the good progress they make.
- Occasionally, staff make suggestions too quickly and do not give younger children sufficient time to think about their answers.
- Although the staff apply good teaching strategies, there are times when they miss opportunities to use more precise questioning to challenge older children to develop their problem-solving skills further.

What the setting needs to do to improve further

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

- help staff to make the most of opportunities to build younger children's confidence to express their own thoughts and ideas
- develop the use of more precise questioning to challenge older children's problem-solving skills, to enhance their learning and development even further.

Inspection activities

- The inspector observed the quality of teaching and the impact that this has on children's learning.
- The inspector viewed all areas of the setting that children have access to.
- The inspector spoke with children and staff at appropriate times throughout the inspection.
- The inspector spoke with parents and took account of their views.
- The inspector met with the leadership team to look at a range of documentation, including policies, staff records, self-evaluation, recruitment and training, and safeguarding procedures.

Inspector

Nicola Edwards

Inspection findings

Effectiveness of leadership and management is good

The manager has developed robust systems for recruitment, induction and training to ensure the ongoing suitability of all staff. Staff attend weekly team meetings and the manager regularly shares policies and procedures with them to ensure that their knowledge is up to date. Safeguarding is effective. Staff talk confidently about the signs and symptoms of potential abuse. They know the steps to take if they have a concern about a child's safety or well-being. The manager is focused on the ongoing development of the pre-school. She regularly reviews and evaluates practice and identifies the strengths and areas for development. She seeks the views of parents, staff and children to continually improve the outcomes for children.

Quality of teaching, learning and assessment is good

The key-person system is effective. Staff know the children very well. They regularly observe and assess their development to plan purposeful next steps for their learning. Staff encourage parents to contribute to their planning and share children's learning from home. Children's literacy skills are well supported. For instance, children enjoy sharing stories to predict what comes next and are enthusiastic to match pictures and letters using literacy puzzles. Older children enjoy pursuing their own interests through focused tasks with staff. For example, they persevere for sustained periods of time as they explore construction sets. Children demonstrate strong hand-to-eye coordination as they use a range of tools and connectors to build their planned models. Staff support the development of children's vocabulary well, as they help them to learn the directions to tighten the nuts and bolts.

Personal development, behaviour and welfare are good

Children are offered plenty of opportunities to enjoy fresh air and be active. For example, they confidently fill watering cans and independently carry them from the water butt to mix in their digging area. They enthusiastically warn their friends that the water is coming as they pour it into the mud and begin digging together. Children's behaviour is good. They share, take turns and help one another. Children are encouraged to be kind and respect one another. For instance, at mealtimes children wait until their friends have served their meals before they start to eat. Staff are good role models and communicate clear expectations and boundaries. All staff consistently praise children for their achievements, which helps to build children's self-esteem. Children's self-care skills are well promoted. They enjoy helping to prepare snack for their friends. They confidently select their own snacks and pour their drinks. All children are polite and have good manners.

Outcomes for children are good

All children are encouraged to pursue their individual interests, indoors and outdoors. They develop the skills to support the next steps in their learning. For instance, children are encouraged to recognise their names as they seek out their place mats at snack times. They hang up their bags and coats when they arrive at pre-school, and persevere as they practise putting on their shoes and waterproofs to play outside.

Setting details

Unique reference number	109388
Local authority	East Sussex
Inspection number	10062803
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 - 11
Total number of places	40
Number of children on roll	50
Name of registered person	Blackboys Pre-School Committee
Registered person unique reference number	RP904579
Date of previous inspection	21 April 2016
Telephone number	01825 891 113

Blackboys Pre-School registered in 1992. It operates from a village hall in Uckfield, East Sussex. The pre-school is open each weekday from 9.15am until 3.30pm during term time. Extended hours are available from 7.45am until 6pm. There are six members of staff employed to work with the children. Of these, four hold relevant early years qualifications at level 2 and above. The pre-school receives funding to provide free early education for children aged two, three and four years.

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