

Southwater Village Hall Pre-School

Church Lane, Southwater, West Sussex RH13 9BT



Inspection date	14 February 2019
Previous inspection date	26 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

- Staff prepare children well for their future learning. They give children good opportunities to develop early numeracy and literacy skills. For example, they teach children the appropriate language for comparing numbers and how to solve simple number problems. Children learn how to pronounce letter sounds and show good control of writing tools in preparation for future writing.
- Managers work in close partnership with other professionals to provide children and their families with additional support for both their learning and their well-being. They maintain strong partnerships with other providers of the early years foundation stage, including childminders, to ensure continuity for children and to help staff fully understand the progress children make.
- Parents feel well informed about how their children are progressing and know how they can further continue children's learning at home. Parents receive good support in providing for children's well-being, including when they teach children how to manage their own personal hygiene.
- Children, including those with special educational needs, make good progress from their starting points. Where children achieve the typical outcomes for their ages, staff offer them well-planned challenges to move them on further.
- Staff promote positive behaviour very well. They ensure children understand the rules and routines that they follow and the reasons for this. For example, children know the signs that are used to show they can not enter an area and recognise why.
- The manager does not make effective use of performance management systems to support staff to build on and improve their good teaching skills.
- Staff do not consistently act on opportunities to support children to manage tasks independently.

What the setting needs to do to improve further

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

- strengthen the use of performance management systems to support staff to become outstanding teachers
- enable children more opportunities to carry out tasks, including accessing resources, independently.

Inspection activities

- The inspector observed activities inside and outdoors.
- 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 carried out a joint observation of children's learning and staff practice, with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written reviews they submitted for her.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and her staff team recognise well the signs that a child's welfare is at risk and know the procedures to follow when a concern arises. The manager provides staff with good opportunities to develop their skills, knowledge and qualifications. For example, she ensures they can access a range of courses. The manager has high expectations of what staff should achieve. She ensures they frequently evaluate the effectiveness of the activities they plan and assess how well children's needs are met. The manager monitors carefully children's progress to ensure all children have equal opportunities to develop. She notes well which areas of learning need to be delivered more effectively. For example, she has recently worked with staff successfully to improve the provision for teaching children about numbers.

Quality of teaching, learning and assessment is good

Staff demonstrate a good understanding of the progress children make and of their individual interests. They use this effectively to assess where children's priorities in learning lie and to plan how best to support children's ongoing development. Staff use their good teaching skills effectively to challenge children and move them forward. For example, they set challenges that help children develop greater control over their large body movements. Children balance on benches and see how far they can travel when they jump off. Staff demonstrate and explain clearly how they should land and how they can make themselves jump further. Staff tackle stereotypes with children and promote equality effectively. For instance, children look at the jobs people do and learn how careers are not gender specific.

Personal development, behaviour and welfare are good

Staff develop strong relationships with the children, who demonstrate that they feel safe and secure in their care. Children show confidence and approach staff happily when they need some help. Staff ensure children are emotionally prepared for when they move on to other settings. For example, they help them to learn about the new routines they will follow when they go to school with activities, including physical education sessions. Staff ensure children learn how to keep themselves safe and healthy. Children understand the reasons why good hygiene is important and follow the routines in place with ease. Children develop good social skills. They frequently engage in play together and share the resources they enjoy willingly.

Outcomes for children are good

Children enjoy the activities they engage in and show an eagerness to learn. They test out their own ideas, for example finding out what happens when they spin one item around in another or talking to each other through tubes. They show inquisitiveness as they ask questions about the items they are looking at. For instance, they find out about and observe water snails. Children use their imaginations in play. They use language well in their play and receive good support to develop their speaking skills. Children participate in activities which help them develop control over tools. For example, they practise using scissors when they cut out shapes to create snails.

Setting details

Unique reference number	113706
Local authority	West Sussex
Inspection number	10066669
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	42
Number of children on roll	55
Name of registered person	Southwater Village Hall Pre-School Committee
Registered person unique reference number	RP904877
Date of previous inspection	26 April 2016
Telephone number	01403 733954

Southwater Village Hall Pre-School registered in 1992. It operates at the Southwater Village Hall in Southwater, near Horsham, West Sussex. The pre-school opens each weekday during school term times, from 9.15am to 4pm on Monday, Tuesday and Thursday, and from 9.15am to 12.15pm on Wednesday and Friday. The pre-school employs 11 staff, seven of whom hold relevant early years qualifications. The pre-school is in receipt of funding for free early years education for two-, three- and four-year-olds.

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