

St Peters Pre-School

St. Peters Church Centre, Street Lane, Ardingly, Haywards Heath, West Sussex RH17 6UN



Inspection date	22 March 2019
Previous inspection date	22 June 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 provide a warm and welcoming environment. Children are happy, have a secure understanding of the routine and confidently explore the variety of activities on offer.
- The manager and staff have good relationships with other settings that children attend and professionals who work with individual children. They consistently share information and incorporate any expert advice into their future planning. This helps to provide a consistent approach to children's learning and development.
- Staff know the children well. They have a thorough understanding of their interests and stages of development, and provide good challenge to help support their learning. All children make good progress.
- Partnerships with parents are strong. Staff work hard to ensure all parents are involved in their children's learning and understand how to support their learning further at home. For example, they share newsletters, use social media and hold parents' meetings.
- At times, staff are not able to consistently support all children in their chosen learning due to the organisation of the activities in the environment.
- Occasionally, teaching does not make the most out of opportunities to further develop children's knowledge and understanding of mathematics.

What the setting needs to do to improve further

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

- review and improve the organisation of activities to enable staff to consistently support all children during their learning
- develop further opportunities for children to develop and use mathematics in their play.

Inspection activities

- The inspector observed staff's interactions and activities with children indoors and outdoors.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector viewed a range of written documentation, including suitability checks, policies and children's development records.
- The inspector took part in a joint observation with the manager.
- The inspector spoke to some parents to gain their views and feedback on the setting and staff.

Inspector

Hannah Barter

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a secure understanding of their responsibility to protect children from harm. They understand the procedures to follow should they have concerns. The manager highly regards safeguarding and ensures that all staff attend regular training as well as discussing current guidelines and legislation during staff meetings. Recruitment, induction and supervision procedures are robust. The manager works closely with all staff to ensure that they have a good understanding of their role. Staff receive regular training opportunities to further develop their skills. For example, all staff have completed behaviour management training which has had a positive impact on children's understanding of staff's expectations of them and the setting's rules. The manager monitors children's development effectively. She tracks different groups of children and works closely with staff to ensure that they are planning suitably challenging activities to support their progress.

Quality of teaching, learning and assessment is good

Staff plan a range of activities that inspire children to explore and learn. For example, children enjoy looking at daffodils and then have a go at painting their own flower pictures. Staff praise them for their 'beautiful pictures' and ask them to describe what they have done. Older children have good opportunities to develop their problem-solving skills and learn about how things work. For example, they program mechanical toys to move in different directions and staff teach them what it means to go left and right. Staff model language effectively and adapt their conversations, depending on the ages of children. For example, they use lots of repetition and narration for those that are younger and use open questions to help extend older children's descriptive language.

Personal development, behaviour and welfare are good

Children have secure relationships with staff and enjoy involving them in their play. Children are independent and staff constantly work on further promoting these skills in preparation for school. For example, staff encourage children to wash their hands, get their coats on and serve themselves their food and drink. Children have lots of opportunities to be physically active and gain fresh air. For example, children run with excitement in the outdoor area while they search for different bugs. Children lift logs and move pots, and discuss where else they could look. Children behave well and as expected for their age. They have secure friendships with each other and show care and consideration to others.

Outcomes for children are good

All children, including those with special educational needs and/or disabilities, are making consistently good progress in all areas of learning and development. They are well prepared for their future learning and moving to school. Children are confident learners who are not afraid to try out new things and have a go. They enjoy taking part in role play, using their imagination as well as exploring their favourite books.

Setting details

Unique reference number	113730
Local authority	West Sussex
Inspection number	10066670
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	20
Number of children on roll	24
Name of registered person	St. Peter's Pre-School and Toddler Group Committee
Registered person unique reference number	RP901806
Date of previous inspection	22 June 2016
Telephone number	07969 890907

St Peters Pre-School registered in 1992 and operates from St Peters Church Centre in the village of Ardingly near Haywards Heath, West Sussex. The setting is open on Monday to Thursday from 9.15am to 2.45pm and on Friday from 9.15am to 12.15pm, during term time only. The setting receives funding to provide free early years education to children age two, three and four years. There are seven members of staff, five of whom hold qualifications at level 3.

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