

Skylarks Community Pre-School

Village Centre, Horsham RH12 3LY



Inspection date	3 May 2019
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

- Partnerships with parents are good. Staff support children and their families effectively to enable children to move on to their next stage in learning, including school. They provide guidance and suggestions for learning at home, such as a book-lending service and resources to support children's speech and language skills. Parents comment that they fully value this assistance, which helps them to extend their children's knowledge and development.
- Staff are skilful at supporting and extending children's chosen play. For example, when children show a great interest in splashing in puddles, staff empty a large tray of resources to enable children to jump with great excitement and exuberance in the water.
- Children enjoy each other's company and develop good friendships. They exhibit the trusting bonds they have with staff as they actively involve them in their play and seek them out for guidance and reassurance. Children show concern for those younger than themselves and help them to learn the routines of the pre-school.
- Children enjoy their time at the pre-school and make good progress in their learning. They thoroughly enjoy making cupcakes in the mud kitchen, working together to decide when to add water to their mixture. They show great skill as they negotiate their ride-on toys in the outdoor area, manoeuvring around other children and resources with care.
- Staff do not consistently use their effective teaching skills to provide children with high-quality learning experiences during routine times of the day, such as snack times.
- Circle times, when staff bring all of the children together, are sometimes too large for all children to remain focused and the activities undertaken at these times are not always meaningful.

What the setting needs to do to improve further

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

- make the most of routine times of the day, such as snack times, to provide children with consistent teaching and learning experiences throughout the sessions
- review and revise circle times to ensure that group sizes are not too large and that the activities at these times are meaningful.

Inspection activities

- The inspector completed a joint observation with the manager.
- The inspector viewed written documentation and held discussions with the manager and staff regarding children's progress.
- The inspector sampled the setting's policies and procedures.
- The inspector spoke with parents and children to gain their views.
- The inspector discussed the setting's action plans for improvement with the manager.

Inspector

Helen Penticost

Inspection findings

Effectiveness of leadership and management is good

The manager offers effective support to the staff to enable them to continually improve their knowledge and skills. She helps staff to identify further training opportunities that will also support children's individual needs. For example, following appraisals, a staff member attended a course in sign language, which has enabled children to communicate with staff more effectively. Staff readily seek parents' and children's views to help guide the improvements they make. For instance, following parents' feedback, they now provide children with certificates to share their successes at pre-school. Parents are also now able to share their child's achievements from home using a form available on the parents' noticeboard. Safeguarding is effective. Staff know the procedures to follow if they have any child protection concerns about a child's welfare and are secure in their knowledge of the signs of possible abuse. The manager ensures that the setting policies and procedures reflect current government guidelines and that staff adhere to these. Staff risk assess the pre-school environment and outings effectively to ensure that children play and learn in safe surroundings.

Quality of teaching, learning and assessment is good

Staff plan the learning environment effectively to enable children to independently access activities and resources that cover all areas of learning. The indoor area, although a large space, is divided effectively to allow for cosy areas, quieter sections and those for children to be more physically active. Staff successfully observe, assess and plan for children's development and the manager monitors this system to ensure its effectiveness and to seek further support from other professionals if required. This enables all children, including those with special educational needs and/or disabilities, to make good progress in their learning from their individual starting points. Staff use additional funding successfully to build on children's interests while incorporating their learning needs, such as purchasing resources to extend social skills.

Personal development, behaviour and welfare are good

Children gain good levels of independence and confidence. They get themselves ready for outdoor play and understand that they need boots on to splash in the water. Children behave well and staff are skilled in helping children to resolve minor conflicts. This helps them to be aware of the impact of their actions on others and how to manage their own behaviour. Staff support children's awareness of their immediate community and the wider world. They undertake walks in the village to buy stamps and post letters and visit the sensory room at the local leisure centre.

Outcomes for children are good

Children learn how to conduct experiments to prove their theories. They make boats from different materials, including paper and sponges, and then test to see if they float or sink. Children develop effective small-muscle skills, for instance when they use pipettes to drop food colouring into cornflour to explore the colour changes. They gain secure mathematical knowledge and demonstrate this as they recognise the numbers written on the dinosaur eggs. They then count out the corresponding number of baby dinosaurs to place inside the egg.

Setting details

Unique reference number	EY543204
Local authority	West Sussex
Inspection number	10103557
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	0 - 4
Total number of places	35
Number of children on roll	66
Name of registered person	Skylarks Community Pre-School CIO
Registered person unique reference number	RP543203
Date of previous inspection	Not applicable
Telephone number	07825603601

Skylarks Community Pre-School opened in 2017. It operates from a village centre in Broadbridge Heath, West Sussex. The setting opens from 9am to 12.30pm on Monday and Friday, 9am to 3.30pm on Tuesday and Thursday, and 9am to 11.30am on Wednesday, during school term times. The setting employs eight staff. The manager has an early years qualification at level 3. One member of staff has early years teacher status. There are four staff with a qualification at level 3.

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