

Findon Village Pre-School

Youth Club, High Street, Findon Village, Nr Worthing, West Sussex, BN14 0TA



Inspection date

7 July 2015

Previous inspection date

10 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The staff maintain good relationships with the children and ensure they meet their individual needs. Staff support children's emotional well-being well to help them make good progress.
- Staff maintain good communication with parents, ensuring they feel valued, included and well informed about their children's learning and development.
- The management is committed and makes continuous improvements. It uses a range of effective ways to evaluate the practice. Staff demonstrate determination to provide a high quality learning environment and opportunities for all children.
- Staff have a good knowledge of safeguarding and child protection and it takes high priority. Children learn to keep themselves safe.
- Staff provide a wide variety of resources and activities to effectively engage children in their mathematical development. As a result, children develop a good understanding.

It is not yet outstanding because:

- Staff miss opportunities to further develop children's early letter recognition across different areas of the learning environment.
- Staff do not always consistently use different methods to strengthen children's communication skills, for example, with visual prompts.

What the setting needs to do to improve further

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

- improve opportunities for children to develop early letter recognition within all areas of the environment
- extend opportunities to communicate more effectively with all children.

Inspection activities

- The inspector viewed the areas of the nursery that children use.
- The inspector observed staff interacting with the children.
- The inspector sampled written documentation, including children's progress reports, policies and procedures.
- The inspector spoke to children, gathered parents' views and spoke to staff.
- The inspector carried out a joint observation with the manager.

Inspector

Kelly Hawkins

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff provide a wide variety of engaging activities to motivate children in their learning and development across all areas. Children confidently choose activities in well-organised learning areas and staff skilfully extend their learning. Children enjoy interactive singing and make links to the real world through conversation. For example, during sand play, they discussed recent trips to the beach. Staff encourage children's involvement well and use effective questions to promote and challenge children's thinking skills. They encourage parents' contributions to children's development records and gather feedback about home learning on a regular basis. Parents speak positively of the communication and the consistency of care that staff provide.

The contribution of the early years provision to the well-being of children is good

Children arrive happy, are confident to engage in activities and enjoy learning. They enjoy exploring the environment. Children develop their coordination as they negotiate the balancing and climbing equipment or practise riding the bikes. These activities contribute to a healthy lifestyle and promote their physical well-being. Children demonstrate a sense of empathy and kindness towards others, offering conversations and smiles. Staff establish good relationships and communication with other professionals and early years settings, when relevant, to support children's learning. Staff support children with additional needs well and, as a result, all children make good progress. Staff prepare children for their move to school well. They encourage children's independence and share children's learning and development with teachers.

The effectiveness of the leadership and management of the early years provision is good

Staff complete regular risk assessments to minimise hazards to ensure learning environments are safe and secure. Management closely monitors and reviews the provision regularly. It makes positive changes to improve the environment and quality of teaching. For example, staff access training to build on their qualifications and introduce new ideas. Recent mathematics training inspired staff and motivated children. As a result, children made progress at a faster rate in this area. Management encourages and supports staff's professional development well through supervision meetings. This has a positive impact on the learning outcomes for all children. The manager follows robust procedures to ensure the suitability of staff. Management and staff accurately monitor children's progress and plan their learning to meet their individual needs. As a result, all children make good progress in their learning and development.

Setting details

Unique reference number	113785
Local authority	West Sussex
Inspection number	839906
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	24
Name of provider	Findon Village Pre-School Committee
Date of previous inspection	10 February 2011
Telephone number	07762 906911

Findon Village Pre-School registered in 1992. It is a community-run group and operates from Findon Youth Centre in Findon, West Sussex. The pre-school opens each weekday from 9am to 3pm during term time. It supports children with special educational needs and/or disabilities and those children who speak English as an additional language. There are five members of staff, four of whom hold relevant early years qualifications. The pre-school receives early education funding for two-, three- and four-year-olds.

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