

St John's Pre-School

The Reading Room, School Lane, St. Johns, Crowborough, East Sussex, TN6 1SB



Inspection date	30 September 2015
Previous inspection date	21 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the 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 wide range of resources and activities to motivate and interest children. Therefore, children are enthusiastic and engaged, and make good progress in their learning.
- Children behave well. They learn to take turns and to share with each other. They understand the boundaries of the setting and become positive role models for each other.
- Staff interact well with the children. For example, staff have a good understanding of when to join in with their play to extend their learning further; this helps children to focus well during activities.
- Children are learning to be healthy. They choose from a range of nutritious foods, such as fruits, and have regular opportunities for fresh air and exercise.
- The pre-school manager is highly motivated and committed to making continuous improvements. Along with the committee, the manager has effectively addressed all actions following the last inspection, thus providing a good-quality service. This leads to positive outcomes for children and their families.

It is not yet outstanding because:

- At times, staff do not make the best use of opportunities throughout the day to extend children's mathematical development further.

What the setting needs to do to improve further

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

- increase opportunities throughout the daily routine for children to strengthen further their mathematical knowledge and skills.

Inspection activities

- The inspector observed staff and children interacting in all environments.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents to gain their feedback.
- The inspector looked at a sample of the setting's policies and procedures, and children's progress records.
- The inspector held a meeting with the manager and the chairperson.

Inspector

Caroline Gibbons

Inspection findings

Effectiveness of the leadership and management is good

Leaders are committed to ongoing professional development for all staff to ensure good quality teaching. For example, they support staff through regular supervision and monitoring of their practice. This enables them to identify and support any weaknesses in staff practice. As a result, since the last inspection, staff have improved their knowledge of different communication methods. Therefore, staff communicate more effectively with children in order to strengthen their language development. Safeguarding is effective. All staff have a good knowledge of child protection and are familiar with updates to legislation. They are fully aware of the procedures to follow should they have any child protection concerns in order to help keep children safe.

Quality of teaching, learning and assessment is good

Teaching is good. Staff have a good understanding of how children learn and develop, and know how to extend their learning. For example, they help children to build a boat, create telescopes and to make invitations for an imaginary party, which enhances their role play experiences. During the inspection, children played creatively and enjoyed exploring a range of materials. They pretended to mix 'fish stew' in the mud kitchen and experimented with flour and clay to make models. Staff question children effectively, which encourages them to think and solve problems. Children negotiate well with others, such as when taking turns to share equipment. Children successfully develop physical skills, for example, as they confidently climb and balance outdoors. Staff provide a suitable range of mark making opportunities that encourage children to practise their early writing skills.

Personal development, behaviour and welfare are good

Children learn to be independent. For example, they confidently make choices about what to play with and manage their personal care needs well. Staff are good role models for the children. They offer constant praise, which promotes children's emotional well-being. An effective key-person approach means that new children settle well. Staff work closely with parents to meet the individual needs of all children. Additionally, ongoing partnership with parents and the local community helps to raise children's awareness of how to value and respect others. Children build good relationships with staff and each other, and are confident to ask for help when needed. Good staff deployment, along with ongoing risk assessment, helps leaders to ensure children remain safe in the setting.

Outcomes for children are good

All children are happy and motivated. Leaders and staff monitor children's progress effectively. Therefore, all children make good progress in their learning and development in relation to their starting points. Therefore, children are well prepared for their eventual move to school.

Setting details

Unique reference number	109509
Local authority	East Sussex
Inspection number	996308
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	18
Number of children on roll	20
Name of provider	St John's Pre-School Committee
Date of previous inspection	21 October 2014
Telephone number	01892 664214

St John's Pre-School registered in 2001. It is situated in Crowborough, East Sussex. It operates Monday to Thursday from 9am to 3pm, and on Friday from 9am to 1pm, during term time only. There are six members of staff, five of whom hold appropriate early years qualifications at level 3. The provider receives funding for the provision of free early education for children aged three and four years.

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