

# Lee Street Evangelical Church Play Group

Lee Street Evangelical Church, Lee Street, Horley, Surrey, RH6 8ES



<b>Inspection date</b>	13 October 2015
Previous inspection date	23 May 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 have a secure knowledge of children's interests and stage of development. This is because they constantly observe what children do. This enables staff to plan challenging activities that promote all areas of learning and development.
- Staff give children time to explore and make independent decisions. They know when to extend children's play through purposeful questioning. This develops children's knowledge and encourages them to think.
- Children settle well and demonstrate high levels of confidence when exploring the setting. Children have secure relationships with their key person and all other staff. Children behave well and play happily alongside their friends.
- The quality of teaching is consistently good. Staff plan and provide a wide range of fun and stimulating activities, which motivate children to learn. Therefore, all children make good progress in preparation for future learning and their move to school.
- Staff work closely with parents and provide them with an extensive range of information about the setting and their children's development. Staff also encourage learning at home, which involves parents in their children's developmental progress.

**It is not yet outstanding because:**

- Managers and staff do not consider the amount of activities available to children at specific times of the day. Therefore, staff are not always able to promote further learning opportunities to develop children's knowledge.
- Staff do not fully develop children's knowledge and understanding of time. For example, children do not always know how long they have to wait their turn in play for resources.

## What the setting needs to do to improve further

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

- consider the range of activities on offer to ensure staff are always able to provide children with purposeful interactions to extend their learning
- strengthen children's knowledge and understanding of the concept of time.

### Inspection activities

- The inspector observed activities in the indoor and outdoor environment and the quality of staff interactions with children.
- The inspector sampled the setting's written documentation and tracked children's development.
- The inspector spoke to staff to gain their level of knowledge and understanding of safeguarding procedures.
- The inspector took part in a joint observation with the manager.
- The inspector spoke to parents to gain their views and feedback on the setting and staff.

### Inspector

Hannah Barter

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager has robust recruitment procedures that ensure staff are suitable and understand their roles and responsibilities in keeping children safe. She holds regular team meetings and supervision sessions, which give staff the opportunity to discuss children's progress. In addition, the manager identifies additional training for staff or support for children. The manager monitors children's progress effectively and quickly identifies any gaps in provision. She understands the importance of improving staff's knowledge and accesses training for them to improve their practice. This has a positive impact on children's development. All children make good progress in all areas of their development, taking into account their starting points. The manager and staff have made good progress since their last inspection. Their self-evaluation is effective and considers the views of parents and children. This ensures that parents' and children's feedback is valued and suggestions considered.

### Quality of teaching, learning and assessment is good

Staff place high priority on supporting children's communication and language skills. Staff describe children's actions as they play and ask questions, as well as modelling and repeating language to younger children. Therefore, all children are becoming confident communicators. Staff provide a variety of play opportunities for children to explore. These are purposeful and staff seamlessly incorporate learning to develop children's knowledge. For example, children explored cabbages and sprouts, and staff asked them to compare and describe the differences. Other children enjoyed playing with animals and staff used this as an opportunity to tell children where milk comes from. This arouses children's curiosity, which means they ask further questions that extend their understanding.

### Personal development, behaviour and welfare are good

Children demonstrate good levels of independence during their time at the setting. For example, they put on coats or aprons and pour their own drinks. Children choose whether to play inside or outside, which supports their individual needs and learning styles. The outdoor environment is as inviting as the inside. Additionally, children have space to run and play games, which contributes to their healthy lifestyles. Children learn to manage their own safety, such as how to take safe risks while using climbing equipment or balancing on wooden blocks. The manager and staff have good relationships with other settings that children attend. They also work closely with external agencies that support individual children's development. This provides a consistent approach to children's learning and supports their ongoing progress.

### Outcomes for children are good

Children are eager to learn and demonstrate a secure confidence when exploring learning opportunities. Outcomes for children are good. They are learning skills ready for their move to school.

## Setting details

<b>Unique reference number</b>	122696
<b>Local authority</b>	Surrey
<b>Inspection number</b>	840427
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Lee Street Evangelical Independent Church
<b>Date of previous inspection</b>	23 May 2011
<b>Telephone number</b>	01293 784294

Lee Street Evangelical Church Play Group registered in 1989. It operates from Lee Street Church in Horley, Surrey. The setting is open during term time only, on Monday, Tuesday, Thursday and Friday, from 9.15am to 1pm. The setting employs seven staff; of these, five, including the manager, hold appropriate early years qualifications. The setting receives funding for free early years education for children aged two, three and four years.

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