

Little Punnetts

Punnetts Town C P School, Punnetts Town, Heathfield, East Sussex, TN21 9DE



Inspection date

4 December 2017

Previous inspection date

17 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 plan and assess very effectively to gain a full understanding of children's unique interests and learning needs. They treat each child as an individual and recognise how to help them meet their full potential.
- Staff include parents well in children's learning journeys. They strongly facilitate the sharing of information from parents and use this skilfully to personalise teaching to meet children's needs. Parents know how they can support children's learning at home.
- Children make great progress from their starting points. They receive the support they need to close any gaps in their development or to go further than the typical outcomes for their ages.
- Staff offer children good opportunities to learn how to be healthy. For example, children learn about dental hygiene. Staff also ensure that children benefit from frequent exercise. They support children and parents in learning how to eat well.
- Managers effectively manage staff performance and help them develop further skills and knowledge. They encourage staff to train towards qualifications and support this well. They use staff training effectively to improve teaching and raise children's outcomes.

It is not yet outstanding because:

- Staff follow children's lead well. However, there are times when they do not encourage children to develop their ideas or incorporate other areas of learning into their play.
- Staff do not offer a wide range of activities and resources which helps children to understand people's differences and similarities in the world.

What the setting needs to do to improve further

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

- allow children more opportunities to extend their thoughts and ideas as their play develops
- extend further the provision for teaching children about diversity in the wider world.

Inspection activities

- The inspector observed activities inside and outdoors.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at planning documentation and children's assessment records, and checked evidence of suitability and qualifications of staff.
- The inspector took account of parents' views spoken to on the day of the inspection.
- The inspector carried out a joint observation of children's learning and staff practice with the manager.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff understand and implement procedures to keep children safe and to monitor their welfare. They know how to act when they have concerns about children's well-being. Managers monitor robustly the effectiveness of practice. For example, they note areas where children achieve less well and take decisive action to improve practice. Managers continually use their evaluations of practice to drive change. They strongly consider views of parents and staff in these. For example, they have recently made major changes to the way they teach children and have included parents and children more in planning and assessments. This has been met with positive feedback. Managers work in close partnership with a range of professionals, including teachers in the school, to improve the outcomes for children.

Quality of teaching, learning and assessment is good

Staff offer children good opportunities to decide on their experiences. For example, children help choose which resources will be put out daily. Staff use their effective teaching skills to promote learning based on children's choices. For example, they question children well to help them consider their thoughts. Staff challenge children effectively and build from where they are achieving. For example, when the most able children recognise numerals on a calculator they are challenged to record them in written form. Staff support children's language development well, they offer children strong opportunities to learn new vocabulary and develop language, for example, as they join in songs and rhymes. Additional funding is used well to support individual children.

Personal development, behaviour and welfare are good

Staff nurture children well to help them settle and to form bonds. Children go to staff for comfort and quickly feel secure. Staff support children well to develop independence. For example, they take part in everyday routines, including buttering their toast. Staff organise the environment effectively to allow children to engage in independent play. Staff strongly promote positive behaviour, for example, they help children learn to share and develop social skills. Children behave very well and demonstrate that they think about how others are feeling. Staff support children emotionally to help them deal with change, such as when they go to school. For example, children have frequent opportunities to experience a school environment.

Outcomes for children are good

Children involve themselves intently in their play and learning. They frequently use mathematical thinking in their play, for example, guessing how many pompoms are in the bowls they fill. Children develop early literacy skills to help them with future reading and writing. For instance, children enjoy stories and talk about what is happening in them. Children engage in many activities that help them develop physical skills for writing at school. For example, they carefully transfer objects using tweezers and enjoy activities, such as painting or using pens and paper.

Setting details

Unique reference number	EY471926
Local authority	East Sussex
Inspection number	1071688
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	31
Name of registered person	Little Punnetts CIO
Registered person unique reference number	RP905772
Date of previous inspection	17 July 2014
Telephone number	01435 831515

Little Punnetts registered in 2013. The pre-school operates from a room within Punnetts Town CP School, in Punnetts Town, East Sussex. The provider receives funding to provide early education for children aged two, three and four years. The pre-school opens Monday to Friday from 8.50am to 3.20pm, during school term times. There are eight members of staff. Of whom, five hold relevant early years qualifications at level 3 and one member of staff has as level 5 qualification.

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