

Angmering Village Pre-School



Angmering Village Hall, Station Road, Angmering, West Sussex BN16 4HL

Inspection date	10 October 2018
Previous inspection date	11 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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

The provision is good

- The manager and staff work closely with other professionals, such as speech and language therapists, and provide consistent support for children who have special educational needs and/or disabilities. They share thorough information and make good use of advice to help children catch up with their language development. All children make good progress regardless of their circumstances.
- Caring staff show a genuine interest in the children's lives and build trusting bonds with them. Children are happy, secure and develop positive social skills and early friendships. They behave well and respond positively to the consistent and gentle reminders of staff.
- The manager and staff are well qualified and experienced. They plan a varied and stimulating environment where children have exciting opportunities to explore, discover and try new things. Children are willing to give things a go and engage well in learning.
- Partnership with parents is strong. Staff make plenty of time to discuss children's interests and achievements, and provide parents with good support for home learning.

It is not yet outstanding because:

- The manager does not monitor staff performance rigorously to help set precise areas for further improvement for all staff to aim for outstanding practice.
- Staff miss opportunities to extend children's understanding further of the importance and benefits of healthy eating on their physical well-being.

What the setting needs to do to improve further

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

- enhance the systems for monitoring staff and focus more precisely on how to raise the good quality of practice further
- make the most of opportunities to fully support children's understanding of the importance of healthy eating and the benefits on their physical well-being.

Inspection activities

- The inspector observed teaching practices and the impact this has on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the pre-school's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.

Inspector
Ben Parsons

Inspection findings

Effectiveness of leadership and management is good

The ambitious manager and staff evaluate the provision closely and have recently enhanced the children's learning environment. For example, they have introduced new resource trollies to support children's choices further. They have also added an exciting new mud kitchen and a music wall to help outdoor exploration. Overall, the manager supervises her staff successfully and works well with them to support their practice. She gives them good guidance and coaching, such as through staff meetings and offers further relevant training opportunities. After recent training, staff have introduced new quiet and cosy areas to help encourage children's conversation and communication skills. Safeguarding is effective. Children's welfare is at the heart of all the setting's up-to-date policies and procedures. The manager and staff know what to do and who to contact if they have any concerns about children's welfare.

Quality of teaching, learning and assessment is good

Staff know the children well and assess their development closely. They effectively plan for children's next steps in learning and use their interests successfully. Staff join in with children's play well and help them to engage in a wide variety of experiences. For example, children enjoy making cakes with play dough and carefully mould pretend cherries to go on top. Staff encourage children to explore the role-play kitchen and children excitedly put their pretend cakes into the toy oven. Staff ask how long they might take to bake and children excitedly turn dials on the oven, saying, 'I think six minutes will be enough'. Staff support children's mathematical skills particularly well. For example, as children eat their snack, they count how many pieces of fruit they have, compare their sizes and see what shapes they can see.

Personal development, behaviour and welfare are good

Staff create a very nurturing environment where children feel settled and secure, and build strong bonds with children early on. For example, they carry out home visits to meet children and families in a comfortable environment when they first attend. Children are kind, considerate and sociable. They eagerly include others in their play and kindly ask their friends what part they want to play as they explore the role-play area. Children happily share and independently pass each other play dough when new children join the activity, to make sure they all have enough. Children enjoy exciting physical experiences, such as regularly exploring, creating and exercising in nature and the local community.

Outcomes for children are good

Children enjoy listening to stories and concentrate well, predicting what might happen next. They pay good attention to detail as they draw and enjoy painting with rollers on large paper. They are curious about the colours they can make and excitedly mix paint together, discussing how they change. Children who need further support catch up quickly, and all children are well prepared for the next stage in their development.

Setting details

Unique reference number	113358
Local authority	West Sussex
Inspection number	10066655
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	40
Name of registered person	Angmering Village Pre-school Committee
Registered person unique reference number	RP909893
Date of previous inspection	11 March 2016
Telephone number	07881 687623

Angmering Village Pre-School registered in 1992. It operates from a village hall in Angmering, West Sussex. The pre-school is open Monday to Friday, during school term time from 8.15am to 12.15pm. It is in receipt of funding for the provision of free early education for children aged two, three and four years. There are six members of staff, all of whom hold appropriate early years qualifications between level 3 and early years teacher status.

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