

Redhill Baptist Church Pre-School

Hatchlands Road, Redhill, Surrey RH1 6AE



Inspection date	17 January 2019
Previous inspection date	25 January 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

This provision is good

- Staff are warm and welcoming. They provide an environment that is bright and well resourced with a range of activities for children to choose from. Children are happy, make good progress and enjoy their time at the setting.
- Managers and staff have excellent partnerships with external agencies and professionals who support some children's individual development. They work collaboratively and constantly share information. This helps to ensure that children's special educational needs are met.
- Relationships with staff and parents are effective. Staff share information with parents in a variety of ways to ensure that they feel part of their children's on-going development. Parents praise staff's commitment and dedication towards their children and know that they are happy and safe.
- The manager monitors children's development effectively. She works closely with staff and discusses children's needs and stage of development. This enables her to assess different groups of children's learning and identify any possible gaps that need to be addressed.
- Some staff have recently attended training on supporting children with autism. This has had a positive impact on staff knowledge and understanding, and enables them to plan more specifically for children's individual needs.
- Key group times do not always focus on children's interests, therefore, at times children become disengaged and are not able to benefit consistently from purposeful learning.
- At times, staffs' expectations of the youngest children are too high and occasionally, routine times are not adapted to suit them.

What the setting needs to do to improve further

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

- continue to improve the planning and organisation of group times to ensure all children are motivated to take part
- further develop staff's knowledge to ensure they fully understand the expectations of younger children during some routine times of the day.

Inspection activities

- The inspector observed the staff interactions with children and the quality of their teaching indoors and outdoors.
- The inspector spoke to managers, staff and children at appropriate times during the inspection.
- The inspector took part in a joint observation with the manager.
- The inspector tracked children's development and viewed their learning journals.
- The inspector spoke to parents to gain their feedback and views on the setting and staff.

Inspector
Hannah Barter

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff have a confident understanding of their roles and responsibilities to protect children from possible harm. They have an excellent knowledge of the procedures to follow should they have concerns about children's safety or well-being. The manager understands the importance of ensuring that staff fully understand current procedures, legislation and government guidelines. She arranges regular training to refresh staff knowledge and always discusses safeguarding during staff meetings and supervision sessions. Recruitment procedures are effective and ensure the ongoing suitability of staff. The manager works closely with her team and carries out individual supervision meetings to discuss their progress and identify any areas for development.

Quality of teaching, learning and assessment is good

Observations and assessments of children's learning clearly show the progress they have made from their starting points and how staff have supported them to continue making good progress. Children enjoy learning and challenging themselves. For example, with support, they grouped different sized items into colours and used language such as 'bigger', 'smaller' and 'tiny'. Staff extended children's learning further by asking them to make shapes with their groups of items. Children concentrated as they made, and confidently recognised, circles. This helps promote their mathematical development. Children are confident communicators. They happily discuss their thoughts in front of others and answer questions. For example, they discussed the recent snow and what clothes they had to wear if they were going outside.

Personal development, behaviour and welfare are good

Children are happy and have made secure friendships with each other and all of the staff. They have an excellent understanding of the routine and what staff expect. For example, when they arrive, they put their snack pots away and say goodbye to their parents with confidence. Staff are positive role models. They treat children with respect and teach them the importance of sharing and taking turns. For example, they encourage children to use sand timers when trying to decide whose turn it is to use specific pieces of equipment. Children behave well and have a good knowledge of the pre-school rules. For example, when asked, they told staff that they must remember to 'use their listening ears' and 'kind hands.'

Outcomes for children are good

All children, including those who speak English as an additional language, those who receive additional funding and those who have special educational needs and/or disabilities, make good progress in preparation for school. Children have regular opportunities to develop their creative and early writing skills. For example, they used food, including asparagus, to make marks with paint. Children enjoy using their imaginations and have the confidence to express their ideas. For example, while running in the garden, they began to hunt for treasure and discussed how they could use spades to find it. Children are independent and learning to take care of their own personal needs. Older children take themselves to the toilet and wash their hands independently.

Setting details

Unique reference number	122606
Local authority	Surrey
Inspection number	10066283
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	29
Number of children on roll	56
Name of registered person	Redhill Baptist Church Pre-School
Registered person unique reference number	RP518178
Date of previous inspection	25 January 2016
Telephone number	07546215824

Redhill Baptist Church Pre-School registered in 1992 and is located in Redhill, Surrey. It is open from 9am to 3pm on Monday and Wednesday, 9am to midday and 12.30pm to 3pm on Tuesday and Thursday and from 9am to midday on Friday, during school term time only. The setting employs eight staff. Of these, six hold appropriate early years qualifications, including one who holds qualified teacher status. The setting receives funding to provide free early education for children aged two, three and four years.

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