

# St. John's Preschool

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



## Inspection date

11 June 2018

Previous inspection date

30 September 2015

<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 provide children with interesting learning experiences that motivate them to explore and develop new skills. They are particularly effective in helping children to build on their mathematical skills.
- The manager regularly reflects on the provision. She offers staff good support and training, to continually improve practice and children's experiences.
- Partnerships with parents are good. Staff regularly keep parents informed about their children's achievements and provide information to help parents support children's learning at home. For example, they offer suggestions about preparing children for the move to school.
- Staff support children effectively to develop good communication and language skills. For instance, they explore new ideas and give children time to think and respond to challenging questions.
- Children have strong and secure attachments to staff. Staff get to know their individual personalities well. Children are very confident and have good levels of well-being.

### It is not yet outstanding because:

- Staff miss some opportunities to extend children's understanding of differences and similarities between themselves and others.
- When the key person is absent, other staff are not consistently well informed about individual children's next steps in learning, in order to best support children's progress.

## What the setting needs to do to improve further

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

- provide more opportunities for children to develop their understanding of differences and similarities between themselves and others
- put in place more secure arrangements to plan for and support children's individual learning when their key person is not in attendance.

### Inspection activities

- The inspector observed staff interacting with the children.
- The inspector spoke with children, parents and staff, and took their views into consideration.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including a sample of policies and procedures, risk assessments and staff training records.

### Inspector

Anna Fisk

## Inspection findings

### Effectiveness of the leadership and management is good

The manager reflects on the quality of care and teaching that staff provide for children. For example, she discusses with the staff the effectiveness of new assessment tools and considers their views. The manager holds regular one-to-one meetings with staff, who are keen to build on their knowledge through training. Recent mathematics training has had a positive impact on teaching. Safeguarding is effective. The manager and staff have a good knowledge of the safeguarding and child protection procedures to follow to help protect children's safety and welfare. They carry out thorough risk assessments to ensure the setting and resources are safe. Children learn how to keep themselves safe. For example, they talk about the rules which keep them safe in the garden.

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

Children engage with a variety of interesting resources, which are well planned out by the staff. For example, children enjoy transporting dinosaurs between tyres in the garden as they explore the sensory experiences on offer inside the tyres. Staff encourage children to predict what will happen as they try to transfer water from one place to another using large syringes. They introduce new mathematical experiences to extend children's understanding. For example, they encourage the youngest children to predict the sequence of numbers. Staff make effective use of observations and assessments. They identify children's next steps in learning and plan focused activities, such as providing baby dolls' bath time to help them explore their understanding of caring for others.

### Personal development, behaviour and welfare are good

Staff build on children's interests well. This helps children feel listened to and valued. For example, when children show an interest in the real food in the role-play area, staff cut it open to allow children to see and smell the food. Children have good opportunities to challenge their physical skills. For example, they explore different ways to use their bodies, such as on a wooden see-saw in the garden and when using large tweezers to pick up small bugs. Children develop a good understanding of healthy eating. For instance, they discuss the benefits of the different types of fruit they enjoy, while eating snack. Staff help children to develop a good sense of belonging. They are kind and caring and understand children's needs. They encourage children to be proud of their achievements. For example, staff consistently praise children for their efforts.

### Outcomes for children are good

All children progress well. They enjoy measuring and comparing quantities, for example, as they pour water between containers. They learn that moving the computer mouse in different directions will make the cursor on the screen move to where they want it to go. Children recognise their names in print and develop good early reading skills.

## Setting details

<b>Unique reference number</b>	109509
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	1126558
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	St John's Pre-School Committee
<b>Registered person unique reference number</b>	RP517877
<b>Date of previous inspection</b>	30 September 2015
<b>Telephone number</b>	01892 664214

St John's Preschool is situated in Crowborough, East Sussex. It operates Monday to Friday from 8.45am to 3pm during term time only. The setting employs six members of staff. Of these, one holds qualified teacher status and four hold relevant 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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