

Belmont Village Pre-school

St. Johns Church, Northdown Road, SUTTON, Surrey, SM2 6DY



Inspection date

7 February 2018

Previous inspection date

14 July 2015

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

- The leaders monitor the quality of the provision very well. Robust improvement plans identify areas for improvement, to maintain the good quality pre-school.
- Children form positive relationships with their key person and other children. They are emotionally secure. For example, boys laugh and giggle together, as they have fun acting out their favourite superhero characters.
- Staff help children begin to understand the importance of physical exercise. For example, children excitedly dance to music, staff say, 'Feel your heart, is it beating very fast?' Children enthusiastically shout 'it's faster' or 'it stopped'. They all laugh together.
- The manager and staff observe children during their play. This helps them to plan a wide range of exciting activities, to meet the needs of all children. Children are keen, eager and motivated learners.
- Parents are very happy with the care of their children. They say staff are friendly and welcoming, and their children grow in confidence from when they first start.

It is not yet outstanding because:

- Staff track children's progress, to ensure all children make good progress, from when they first start. However, this is still in the early stages of development.
- On occasion, routines do not allow children to independently choose things for themselves or give them enough time to become fully engaged in what they are doing.
- The manager and staff provide a wide range of text and print, to support children's early reading skills to a high standard. However, they do not provide many opportunities for children to see and value these in other languages.

What the setting needs to do to improve further

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

- continue to embed the new tracking system, to monitor the progress all children make, from when they first start
- maximise opportunities for children to independently chose for themselves and allow enough time for them to become fully engaged in their self-chosen activity
- increase opportunities for children to see an even wider range of text and print, in all children's home languages.

Inspection activities

- The inspector had a tour of the premises with the manager, both indoors and outdoors.
- The inspector observed children during their play. She discussed their development with the key person and children's next steps in learning.
- The inspector held a meeting with the manager and the deputy manager at convenient times.
- The inspector viewed documentation. For example, accident and incident records, risk assessments, policies and procedures, safe recruitment procedures and staff suitability checks.
- The manager completed a joint observation with the manager. She discussed the quality of teaching and the impact on children's learning and development.

Inspector

Jane Morgan

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have good knowledge of their responsibilities to report any concerns about a child's welfare. Leaders use effective arrangements to regularly check the suitability of committee members and staff. Supervision and staff meetings provide valuable support to help staff provide good-quality teaching and develop their professional skills and knowledge. For example, staff have recently accessed online training to help them identify and address any instances of extreme views and beliefs. Staff effectively engage parents in their children's learning. For example, they regularly hold parents' evenings to share information on children's progress. Parents comment that children enjoy taking books home, to help them with their early reading skills and give them opportunities to extend learning at home.

Quality of teaching, learning and assessment is good

The quality of teaching and learning is consistently strong. Staff explore ideas, question and comment on children's play, and help them to make connections in their learning. For example, during a walk in the winter sun, staff point out and talk about the spring flowers, shadows children make and comment on the cold and frosty weather. Staff provide a wide range of opportunities for children to practise their early writing skills and to help them hold pencils correctly. Staff sit with children and encourage them to form the letters of their names, on resources, such as colourful postcards. Children excitedly show their achievements, as they write their name. They are self-assured and confident. The manager and staff regularly assess children's learning. They complete a progress check for all children aged between two and three years.

Personal development, behaviour and welfare are good

Children play together very well and their behaviour is good. They enthusiastically play games, such as hide and seek, and eagerly help peg washing on the washing line. Staff are good role models. They use equipment, such as a 'beeper', to help children share the toys. Children begin to understand the importance of eating healthily. They talk about healthy food during activities and begin to recognise different fruit and vegetables. Children thoroughly enjoy exploring their surroundings. They grow in self-confidence and have a positive sense of themselves. For example, children enjoy looking at themselves in the mirror, as they dress up in superhero masks, princess dresses and firefighters.

Outcomes for children are good

Children make good progress. They develop the communication and language skills they need to prepare them for school. Children confidently use mathematical language. They recognise shapes and colours as they piece together magnetic shapes, and enthusiastically talk about sinking and floating when they play with water. Overall, children who speak English as an additional language are supported well. They pick up new words and settle quickly.

Setting details

Unique reference number	139901
Local authority	Sutton
Inspection number	1121169
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	27
Name of registered person	Belmont Village Pre-School Playgroup Committee
Registered person unique reference number	RP910812
Date of previous inspection	14 July 2015
Telephone number	07810 064 221

Belmont Village Pre-school registered in 1976. It is located at St John's Church in Belmont, in Sutton, Surrey. The setting is open on Monday from 9am to midday with option of a lunch club until 1pm, on Tuesday to Thursday from 9am to 3pm, and on Friday from 9am to 1pm with an option of a lunch club until 1pm. The pre-school offers funded places for two-, three- and four-year-old children. There is a staff team of five, all of whom have relevant early years qualifications.

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