



Horley Community Pre-School

Inspection report for early years provision

Unique Reference Number	122695
Inspection date	05 October 2006
Inspector	Jacqui Lloyd
Setting Address	Strawson Hall, Albert Road, Horley, Surrey, RH6 7HZ
Telephone number	01293 431898
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Registered person	Horley Community Pre-School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Horley Community Pre-School has been established since 1965. It has been under its current joint-ownership since 2003 and the two owners are present in the group daily. The pre-school operates from a single storey, community-shared building, close to the centre of Horley, Surrey. Children attend from the local area and surrounding towns. A maximum of 24 children may attend the group at any one time. The pre-school is open, Monday to Friday, during term time only, from 09:00 to 15:00. The pre-school offers morning and afternoon sessions, or children may stay all day, depending on parents' needs. A parent and toddler group operates on a Monday afternoon.

There are currently 36 children, aged from two to four years, on roll. This includes 24 children who receive funding for nursery education. Staff are experienced in supporting children with special needs and children who speak English as an additional language.

A team of nine staff work with the children, all of which hold early years qualifications. Additional training is offered to all staff to update their knowledge and skills in all areas of pre-school practice and the Foundation Stage curriculum.

The group is a member of the Pre-School Learning Alliance and receives support from the Surrey Early Years and Childcare Service (EYCS).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

There are many effective procedures in place to promote children's good health, for example children have regular access to outdoor play. They enjoy running, using wheeled toys, balancing, climbing and playing in the fresh air. All of which provide opportunities for them to develop their physical skills and contribute towards their healthy development.

All staff have attended up-to-date first aid training and are able to respond quickly and appropriately to accidents and incidents.

Clear and accurate accident records are maintained and always shared with parents. This ensures parents are fully informed about the health and welfare needs of their children.

Children understand why they need to wash their hands regularly, as staff talk to them about germs and the need to keep clean. However the use of a communal bowl of water to wash hands does not adequately protect them from the spread of infection.

Children have free access to drinks, enabling them to respond to their own needs and develop independence in this area. They enjoy healthy and nutritious snacks during a sociable and well-organised snack time.

Children develop very positive attitudes towards healthy eating and are able to easily recognise a range of fruit and vegetables that are available at snack time.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in an extremely bright and welcoming environment. An enormous amount of time and consideration is given to the presentation of the premises. The ceiling and walls are adorned with examples of children's art work, posters and interesting displays. This helps to make the premises very inviting and creates a totally child-centred environment.

Children play enthusiastically with an excellent range of good quality toys and play materials. All of which are stored in an organised and attractive manner, enabling children to see what is available and make independent choices about what to play with.

Staff take all necessary steps to ensure the safety and security of the premises. Risk assessments are carried out on a regular basis and staff take immediate action to address all issues identified.

Children are also learning how to keep themselves safe as a result of reminders and explanations from staff.

Children are protected well in relation to child protection as all staff attend relevant training and demonstrate a good understanding of their responsibilities in this area.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are extremely happy and confident within the setting. They arrive excitedly and are keen to explore the pre-school and make choices about what to play with. They settle quickly and demonstrate good levels of concentration, enabling them to become engrossed in play and learning opportunities.

Staff make good use of the Birth to three matters framework with the younger children. They use this to plan an interesting range of age appropriate activities that provide opportunities for development in all areas of learning.

Children develop excellent relationships with each other and interact very positively with staff.

Staff have an extremely caring approach and are very attentive to the children, responding quickly to their differing needs, helping each child to thrive within the setting.

NURSERY EDUCATION

The quality of teaching and learning is outstanding. Children are making exceptional progress in all areas of learning and show high levels of independence, curiosity and imagination. Staff plan and provide a broad and stimulating range of activities which present relevant and realistic challenges to each individual child.

The staff are skilled and knowledgeable practitioners who make full use of each and every learning opportunity as it arises. They are fully involved in children's play and use careful questioning to extend learning and encourage independent thinking.

During free-play, when children are developing their own ideas, staff respond quickly by providing additional resources to enable them to follow their interests and develop their ideas further.

Children's written progress records are very thorough and informative and clearly help to inform staff about the future planning. Planning clearly identifies the elements of the Foundation Stage curriculum and shows how staff will promote children's progress towards the early learning goals.

Staff have an enthusiastic and highly motivated approach. As a result, children are also very keen to learn and develop new skills. Staff make excellent use of fun and innovative techniques to aid children's learning and increase their interest. For example, during circle time, staff use 'Rosie' the magic fairy to give all the children 'a little bit of magic' to help them with their

reading. Children are excited by this and laugh happily before attempting to recognise their name cards and practise their reading skills.

Children play extremely well with each other and are developing good negotiation skills. They understand the need to share and take turns and play happily in a harmonious learning environment. Children show respect and understanding for each other.

Children show a great sense of belonging within the pre-school and are proud to wear their uniform sweatshirts and show off their personal book bags. They are extremely independent and able to change their shoes ready for outdoor play. They also understand the need to dress appropriately. One child correctly tells her friend that she must wear her coat if she wants to play outside as it may be cold. Children have very high self-esteem and are very confident within the setting as a result of the positive and nurturing approach of the staff.

Children communicate extremely well and enjoy conversation with both their peers and adults. Their listening skills are also highly developed. Staff encourage children to listen to one another during circle time and provide opportunities for children to express themselves freely. Staff use very effective open-ended questioning during play to develop children's thinking and also to extend their vocabulary.

Children have excellent opportunities to access mark making materials and practise their writing skills. Children freely attempt to write during activities, especially during role play. The book corner is very well presented and encourages children to develop an interest in books and an enjoyment of reading. Children clearly have a genuine love of books and handle them very carefully. One group of children enjoy combining this with a role play activity. A small group of children take turns playing the teacher and reading the story to the group of children, who spontaneously set up a row of chairs and sit attentively enjoying the story. They clearly understand that print carries meaning.

Children have excellent counting skills and confidently count during circle time, snack time and other activities. They see examples of numbers from 0 to 30 throughout the pre-school and staff make good use of these to help children develop their understanding of numbers. Children identify and name colours competently during games and use sorting and matching games to reinforce their understanding.

Children enjoy fun and practical activities to help them to understand about the wider world, how things grow, information technology and the local community. A recent walk to the Post Office enabled children to explore their town and enjoy many well planned activities linked to this theme. A planned visit from the local Fire Service enables children to learn about the role of others. Children learn about and celebrate different festivals and cultures, helping them to develop positive attitudes towards others and their beliefs and customs.

Children thoroughly enjoy taking home 'Barnaby Bear' and 'Henry Hippo'. There is a photo album available to the children, in the book corner depicting Henry's trip to Egypt. This is a creative and novel way of helping children to learn about other countries and cultures.

Children have excellent opportunities to develop their physical skills, both large and small. They enjoy daily physical exercise in the outdoor play area and skilfully use a range of toys and equipment. Children use ride-on toys and negotiate space and each other well. They play with balls, bean bags, obstacle courses, hoops and climbing frames and show excellent co-ordination skills. Staff plan for and provide a wide range of activities to enable children to develop dexterity and their fine manipulative skills, such as threading, painting and sensory play.

Children are extremely creative and enjoy imaginative play. The role play area is regularly changed and adapted according to the planned topic or children's interests. Children are currently enjoying play in the 'recycling centre' and making good use of resources to support their play. Previous themes have included a space centre, which children thoroughly enjoyed. Children's imaginative play is initially inspired by suggestions from staff, but children quickly develop their ideas and become absorbed in purposeful play.

Children use an extensive range of art and craft materials to express themselves and enjoy creating their own 'masterpieces'. Staff value the children's work and display it attractively throughout the setting.

Helping children make a positive contribution

The provision is good.

Staff have a very positive and committed attitude towards promoting equality of opportunity and successfully incorporate this into all aspects of the pre-school practice and provision. For example the admission forms includes information relating to religion, language spoke at home, siblings, ethnicity and additional needs.

There are extensive examples of positive images of diversity reflected in all of the posters and displays around the room. Children also play with a carefully selected range of toys and books that enable children to learn about differences and develop positive attitudes towards others. Staff plan for a wide range of themes and activities that increase children's awareness of the wider world by celebrating festivals and learning about different cultures. As a result of this, children's social, moral, spiritual and cultural development is fostered.

Staff work closely with other professionals to ensure the needs of all children are met. Staff are well-informed about the Special Educational Needs Code of Practice and attend relevant training to develop their skills. This enables them to plan for and respond to the differing needs of children.

Children's behaviour is excellent. They clearly understand right from wrong and respond well to constant praise and encouragement from staff. The rules of the pre-school are displayed for children as the 'things we must remember at pre-school'. This is clearly understood by children as one child reminds another 'you have to share'.

The partnership with parents and carers is outstanding. The staff work extremely hard to establish strong and effective links with home. They provide parents and carers with an abundance of information about the care and education provision.

Parents and carers are welcomed into the setting and play an active part on outings by accompanying staff and children on trips to local farms, and walks within the local area.

Staff have developed a very successful library service and encourage parents and carers to extend children's learning at home by sharing books. Children are very keen to take 'Barnaby Bear' and his suitcase of belongings home to enjoy with their families. There is a scrapbook which includes photos taken by the children of his 'adventures' outside of pre-school. This is a creative way of maintaining the links between home and pre-school and enabling parents and carers to be involved in their child's learning.

Organisation

The organisation is outstanding.

There is a very strong team of staff working in the group, many of whom have worked together for a number of years. They are extremely professional and positive in their approach to their jobs and demonstrate an excellent understanding of their roles and responsibilities.

The leadership and management is outstanding.

They are totally committed to the success of the pre-school and their practice is evaluative and reflective.

The entire team hold early years qualifications and are very experienced in caring for young children. They strive to achieve high standards and are working continually to improve their own provision, through the ongoing completion of further training.

The daily routine is very effective. Staff organise their time, space and resources extremely well to meet the needs of all the children. Staff respond to the needs and interests of the children and deploy themselves exceptionally well. This enables them to offer high levels of support and attention to the children.

Staff maintain very accurate and comprehensive records and documents relating to all aspects of the care and education provision. Well-written policies and procedures are implemented successfully by all staff and reflect the high quality service. This contributes towards the effective organisation of the pre-school.

The setting meets the needs of the children for whom it provides care.

Improvements since the last inspection

At the last Children Act inspection, one recommendation was raised. This related to permission for seeking emergency operative treatment. Staff have addressed this fully and this written permission is now sought for all children. This enables staff to seek appropriate medical advice or treatment in accordance with parent's wishes.

At the last Education inspection, one point for consideration was raised. This related to the provision for children to begin to extend their understanding of number and calculation during snack time.

Staff have addressed this in full by reviewing their snack time routine and ensuring that they utilise opportunities to count and discuss concepts such as 'how many', 'more than' and 'less than'. This provides children with additional opportunities to reinforce their knowledge and understanding in this area.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review the procedures for hand washing at snack time to prevent the spread of infection between children.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk