

Holbrook Community Pre-School

Inspection report for early years provision

Unique reference number	113525
Inspection date	30/09/2010
Inspector	Terese Rowan
Setting address	North Heath Hall, St. Marks Lane, Horsham, West Sussex, RH12 5PU
Telephone number	01403 265851
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Holbrook Community Pre-School is a committee run group which opened in 1981. It operates from North Heath Hall in Horsham. The playgroup is open each weekday from 9.30am to 12.30pm during term time only. All children share access to a secure enclosed outdoor play area.

There are currently 32 children aged from two to under five years on roll; of these, 25 children receive funding for early education. Children attend from the local area. The playgroup currently supports one child with special educational needs.

The playgroup employs 11 members of staff; of these, eight hold appropriate early years qualifications, one member of staff is working towards a qualification and two are unqualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting offers the children and families an exceptional level of care and learning. The environment is warm, welcoming and calm. Staff are highly motivated and are passionate about what they do and as a result children flourish in their care. The equipment and resources available are of high quality and staff ensure challenging activities and experiences ensure children make excellent progress in their learning and development towards the early learning goals of the Early Years Foundation Stage. Literacy, numeracy and development in information and communication skills are exceptional. The devoted and ambitious staff work extremely hard to enhance the outcomes for children and continually seek ways to evaluate and adapt what they do so they meet the needs of each individual child.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- building on and extending the mentoring programme for all staff in order to enhance the setting's employment practices.

The effectiveness of leadership and management of the early years provision

Staff at the setting fully understand their responsibilities to safeguard children's welfare. Children are safeguarded by robust recruitment and vetting procedures which include a comprehensive safeguarding policy and successful induction programme for new staff ensuring all staff working with children are suitable.

The leadership of the setting is highly effective. Staff are extremely motivated and work exceptionally well as a team. Children benefit from the vast skills, knowledge and experience staff bring and as result, are provided with the opportunities to thrive and achieve in a very positive environment. Leaders have high expectations and set high standards which are embedded in practice. All staff have a strong belief in the setting's success. Children are recognised as individuals and staff have sound knowledge of each individual child's needs. Staff are deployed effectively and excellent use is made of space, time and resources to ensure children are provided with appropriate and purposeful experiences.

Staff are highly committed to evaluating their practice and continually strive for improvements to enhance and further improve the outcomes for children. All staff are involved in the planning. The setting's plans are both well targeted and realistic. Staff conduct extensive observations, monitoring and analysis of children and activities to target areas and inform planning. As a result of rigorous assessment and exceptionally well targeted plans the outcomes for children at the setting are exceptionally high. The setting has introduced free flow play, self-initiated snack time for the children and a mentoring programme for all staff which they will continue to develop. All the necessary paperwork is well organised and policies and procedures are all in place for the smooth and efficient operation of the setting and the safety and welfare of the children.

The setting is fully committed to promoting equality of opportunity and work to ensure children's individual needs are met. Staff ensure all children are fully integrated and are currently supporting one child with special educational needs. As a result of highly effective and efficient partnerships and robust monitoring/assessment staff know children well and provide a fully inclusive and tailored experience for each individual child.

The setting has highly effective relationships with parents and other agencies. Parents are fully engaged with the work of the setting and this is reflected in an active and supportive parent helper rota. A wealth of relevant information is shared with parents on a regular basis about their child and their achievements. Children's individual learning journals and profiles are available to parents and the setting routinely produces slide shows or short videos to parents demonstrating their child's learning and development. Parents are delighted with the setting's outstanding work and spoke about the genuine commitment and care staff show to their children. One parent commented that, 'It is the best setting I have ever seen'.

The quality and standards of the early years provision and outcomes for children

Children thrive because they love being at the setting and thoroughly enjoy the excellent activities on offer. Excellent attention is given to children's safety and welfare. Children demonstrate a good sense of security and how to keep safe. Staff gently remind children of how to keep themselves and others safe during

everyday situations, for example, when using outdoor play space or equipment. Children form excellent relationships with adults and work especially well together. They develop a sense of responsibility and are kind to each other. For example, one older child was observed helping another younger child without prompting, who was picking up playdoh from the floor. Behaviour throughout all aspects of the setting is excellent. Staff engage with children well and are particularly skillful at helping children to explore and discover things for themselves. Consequently, children take great delight in finding out about new things and develop an excellent knowledge of diversity and the world around them. For example, a child is intrigued by a wheel not moving in the glitter tray and through skillful questioning by the adult the child is able to conclude there is too much glitter in the tray. Staff offer lots of praise and encouragement to children making them feel good about themselves and their achievements.

The staff are highly skilled and all have a secure understanding of the Early Years Foundation Stage and the ways in which children develop and learn. Children's very good literacy, numeracy and social skills prepare them particularly well for their future lives. Staff record high quality information about children's progress which is gained from very effective observation of their activities. Children's interests form a key part of the planning and the whole process helps to identify gaps in learning and ensure that those who have a specific learning need make excellent progress, similar to that of other children at the setting.

Children are actively encouraged to make choices and their ideas are sought and acted on by staff. The learning environment provides an excellent range of freely available resources ensuring that children have access to all areas of learning throughout the sessions. Children develop a positive attitude towards being active as they have continuous access throughout the day to outdoor play and a quiet area is available for reading or quieter activities.

Children have a very good understanding of keeping themselves healthy and good hygiene practices are in place. Snack time is a very relaxed and social occasion where children are encouraged to be independent. A range of healthy snacks are available that include fruit and vegetables. Staff talk to children at snack time about what they are eating and children are encouraged and rewarded to try new foods. For example, an older child is given a 'well done' card for tasting a green pepper. This helps to promote and foster children's self-esteem and confidence. The older children attending the group bring in packed lunches in preparation for school.

This is a very caring and safe setting where children are provided with significant opportunities to learn and develop. Children are highly valued and their individual needs are met. As a consequence, the overall outcomes for children attending the setting are excellent.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met