

Horley Community Pre-School

Inspection report for early years provision

Unique reference number	122695
Inspection date	21/09/2010
Inspector	Teresa Elkington

Setting address	Strawson Hall, Albert Road, Horley, Surrey, RH6 7HZ
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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

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. There is a fully enclosed outside play area. Children attend from the local area and surrounding towns. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the group at any one time. The pre-school is open, Monday to Friday, during term time only, from 9am to 3pm. The pre-school offers morning and afternoon sessions, or children may stay all day, depending on parents' needs.

There are currently 44 children, aged from two to four years, on roll. This includes 27 children who receive funding for nursery education. The setting currently supports a number of children with special educational needs and/or disabilities and can support children who speak English as an additional language.

A team of eight members of staff work with the children; of these, seven staff hold recognised early years qualifications.

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

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for within a homely and friendly, child-centred environment. They are offered a good range of innovative learning experiences which capture their imagination and support their learning very effectively, which allows them to make good progress towards the early learning goals, given their age, ability and starting points. Due to the ethos of the setting working constructively and cohesively, the partnerships with the parents are very strong. The leadership and management of the setting is well organised, which enables continual development and improvement. This ensures that an inclusive environment is provided which develops good outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that children's next steps are being clearly identified and used in leading future planning
- ensure that the organisation of snack times develops children's independence

The effectiveness of leadership and management of the early years provision

Children's welfare is competently safeguarded due to robust procedures. For example, rigorous recruitment and vetting procedures ensure that adults are suitable to work with children at all times. Staff show a clear understanding of the procedures to be followed in the event of them having concerns about a child's well-being and clear training structures are in place to promote staff's ongoing awareness of safeguarding issues. Risk assessments for the premises are consistently carried out indoors and outside to ensure that children are kept safe.

Children are cared for by a well established staffing team, who show a passion and dedication for the service they provide. Staff are always looking for innovative ways to enhance children's enjoyment of learning, and work hard to create a rich and vibrant learning environment for all to enjoy.

They are well qualified and regularly attend additional training to further their knowledge and expertise. The consistency in maintaining continuous improvement is also reflected in the management's ability to address recommendations from the last inspection effectively. Staff are effectively deployed to ensure that children are well supervised and supported at all times. Key person groups are effective in promoting children's stability and confidence.

Resources are plentiful, well maintained and stored to enable children to safely and independently select activities for themselves. Equality and diversity is actively promoted. Children develop a sound awareness of the society in which they live, as they use resources and enjoy a range of activities, which helps them to explore their immediate and wider world.

Children are valued as individuals and this is reflected in the respect they have both for themselves and their peers. Staff have a secure understanding of children's individual needs and fully support children with special educational needs and/or disabilities and for whom English is an additional language. Good links are made with external agencies to ensure that specific needs of individuals are highlighted and met.

The main strength of the setting is their approach to working in partnership with parents, which enables them to become equal partners in their child's care and learning. There are excellent opportunities in place for the sharing of information: regular newsletters, well presented notice boards, availability of policies and procedures. Regular meetings held with parents and key persons to discuss children's achievements and progress of development both at home and the pre-school. Opportunities for parents to extend and support children's learning within the home are provided through the use of book sharing schemes, gathering artefacts for future activities and with 'Barnaby bear' who goes home with children with his suitcase of clothes, where children and parents work together to record his adventures through words and photos, providing a basis of discussion when at pre-school. All these aspects enhance and fully support a partnership approach to learning. Parents speak highly of the setting. They say that staff are friendly and approachable; children are provided with a stimulating and well resourced

environment; and parents are kept fully informed. Staff collaborate well with other early years providers and carers to share information, which ensures a cohesive and consistent approach to children's development.

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

The pre-school is a vibrant place for children to spend time and make good progress in their learning as they experience a wide range of exciting and stimulating activities which meet their interests and developmental needs. The environment alongside the wealth of resources are thoughtfully laid out to ensure that different areas are created, for example, somewhere to undertake messy play, a role play area which allows children to use and develop their imaginative skills, an area designated for 'block play' allows children to work together to build and design as a group or independently, and spaces where children can be thoughtful, quiet and relax. Staff are deployed effectively to work with children according to the activities. This means that children are consistently supported and that staff are on hand to adapt play and learning experiences for individual children. All staff show a good understanding of the Early Years Foundation Stage and of how young children learn through first hand experiences and play. The use of observation and assessment is good, although planning for children's next steps in their learning is not clearly signposted.

Children's independence is developing well, they freely chose their own play experiences both inside and outside and well positioned trolleys containing resources, allow children to access and set up resources of their own choosing. However, the organisation of snack time does not allow children to be active and independent participants in this routine of their day. Children behave very well. They relate and work well with each other and readily take turns and cooperate through all areas of their play. Staff provide positive re-enforcement to help children feel valued and raise their self-esteem. The use of visual lists displayed in the environment, for example, 'Things we must remember at Pre-school', helps children to reflect on their actions and ensures a harmonious atmosphere is created at all times. Children have good opportunities to respect diversity by celebrating festivals from different cultural traditions as well as their own, which is well supported by activities, resources and displays of positive images which are seen throughout the nursery.

Outdoor play experiences are seen as an extension to children's learning and they actively use this space alongside their indoor activities. They develop their physical skills as they use equipment such as climbing frames, bikes, cars, potted stilts, and ball games. Their enjoyment of outdoors is further enhanced as they hunt for bugs in the 'bug hotel' and use bug finders and magnifying glasses to look at detail of the creatures that they have found. They enjoy playing with sand, which is filled with a range of small objects for them to explore and use. The 'bubble bucket' provides delight and excitement as children blow bubbles into the air and try to catch and burst them before they fall to the ground. Children participate in growing a selection of flowers and vegetables, which ensures that their

understanding of sustainability is actively promoted. Children develop good personal hygiene routines as they independently wash their hands prior to eating their snacks and also after visiting the toilet. They are aware of their bodily needs as they access their drinking water bottles to refresh themselves after physical play. Children show that they feel safe in the way that they happily accept a cuddle from the staff if they feel upset and readily seek help and guidance when required.

Children are actively encouraged to develop their mark making skills; they have access to a good selection of writing and drawing materials. They take an active part in story times, where they use visual aids that they have made to help tell the story of the farmer's duck, which helps children keep focused and engaged as the story unfolds. They regularly use mathematical concepts and count during their play and through their daily routines. The setting is decorated attractively with children's art work which is colourful and shows that they handle and explore a good range of media including paint and glue. Their senses are aroused as they use and manipulate a range of resources made from natural materials, for example, children spend sustained periods of time sitting and feeling a range of wooden objects that are available to them. Through the broad range of activities and the growing social skills, children are developing appropriate skills for the future as they progress towards the early learning goals.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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