

# Horley Row Community Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	122703
<b>Inspection date</b>	06/07/2011
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<b>Email</b>	
<b>Type of setting</b>	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 Row Pre-School has been established since 1971. It is registered to look after a maximum of 26 children aged from two to five years. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is a committee run group that is located in a church hall in a residential area of Horley, Surrey. It serves the local community and surrounding areas. The setting is open on Monday, Wednesday, Thursday and Friday mornings from 9.00am until 12.15pm. A lunch club operates on Monday, Wednesday, Thursday and Friday from 12.15pm to 12.45pm. They also open on Wednesday afternoon from 12.15pm until 2.45pm. All sessions are offered during term time only. Children have access to a large hall that can be partitioned into two separate areas.

There are currently 34 children on roll and the setting is in receipt of funding for early years education. The group currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language. The setting currently employs six members of staff. Of these, four hold appropriate early years qualifications and one is working towards a qualification. The setting receives support from an early learning advisor from the Early Years Childcare Service.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides children with highly stimulating experiences that meet their individual welfare needs and reflect their uniqueness. This is an inclusive environment in which all children make excellent progress towards the early learning goals. Partnerships with parents are excellent which ensure a consistent approach to children's welfare and learning. Most other partnerships are established and contribute well to the outcomes for children. Self-evaluation is reflective and accurately targets areas for development, which promotes continuous improvement.

## What steps need to be taken to improve provision further?

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

- consistently inform parents of accidents or injuries sustained by the child whilst in the care of the providers and of any first aid treatment given
- maintain a regular two-way flow of information where children attend another early years setting, to help support and extend children's learning and development.

## **The effectiveness of leadership and management of the early years provision**

The setting demonstrates a good level of commitment to promoting children's safety. Staff have a thorough understanding of their duty to protect children. There is a comprehensive safeguarding policy and procedure in place, which staff are fully conversant with. All policies and procedures which are required for the safe and efficient management of the setting are implemented well by staff. These are reviewed regularly and updated where the need arises. Full risk assessments are in place and daily safety checks are completed to ensure the continued safety of the children, staff and visitors. All adults who have regular contact with children are appropriately vetted. Required documentation is in place with one minor flaw to the accident record, where a parent was informed of the accident although a signature was not recorded.

The staffing team demonstrate a strong capacity to maintain continuous improvement as good use is routinely made of monitoring the provision and outcomes for children. This information contributes to the self-evaluation and is used well to tackle key areas of weakness and build on areas of strength. The setting has an ongoing development plan and a systematic process in place to achieve future targets. Children are well supervised at all times. The good deployment of staff ensures children are effectively supported in their learning as well as remaining safe. This is a "pack away" setting. Staff work admirably to make the environment welcoming and child friendly so that children have fun. They use a wide range of resources which cover all areas of learning. The setting provides an inclusive environment, where children are valued as individuals. Through activities, outings and discussions, children learn about the diverse world in which they live

There are very good systems in place to support children with special educational needs and/or disabilities and for those who have English as an additional language. Staff liaise closely with parents and external agencies to ensure children's needs are met and they are fully supported and included. Verbal communication takes place with local schools that the children may be attending and with other providing early years education, however, evidence to support these links is lacking. Partnerships with parents are excellent. Staff work very well with parents and carers and value their contributions and ideas. Parents speak highly of the staff, for example, they comment on their approachability and how they feel that the learning journeys produced are 'not only an academic record but a personal one too'. Staff are extremely supportive and are active in sharing information and in encouraging them to use the story sacks and library service provided by the setting. Parents are kept very well informed of their children's achievements and have regular access to their learning journeys. In addition, they are updated regularly through newsletters and the parent's notice board.

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

Children arrive at the pre-school happily, separate from their carers with great ease and locate their friends. Staff are highly attentive and caring and, as a result, children display a very strong sense of belonging. Children are highly confident in their interaction with staff and relationships, allowing them to feel very safe and secure. Their behaviour is excellent. They learn to negotiate, share toys, take turns with equipment and show great consideration for each other as they play together. Children show an eager disposition towards learning through their enthusiasm and natural curiosity. They make excellent use of the resources, which are set out into learning zones that cover all areas of learning. They make their own choices about how they wish to spend their time, either selecting resources for themselves or joining in with activities that have been planned by staff.

Children are actively encouraged to make marks and develop their writing skills. They write their names exceptionally well on their creative masterpieces and are given lots of praise for their achievements. Tools for writing are located throughout the setting, for example, within the travel agents, which promotes children's understanding of writing for a purpose. Children are self-assured and engage easily in conversation. For example, they talk about their adventures at home with the settings teddy bear that they took home for the weekend. As a result, their speaking and listening skills are developing extremely well. Children extend their interest in books and learn that print has meaning because they frequently use the comfy book area to look at books and "read" to their friends.

Children develop an understanding of the local community as they walk around the village and visit the local school and church. They celebrate countless festivals from around the world and use a very wide range of resources which are representative of other cultures. For example, books, small world toys and role play equipment. Themes that stem from children's interests and desires also contribute to children's awareness of the wider world, for example as they prepare to go on holiday to far away destinations. Children with special educational needs and/or disabilities are exceptionally well supported and children have limitless opportunities to learn about similarities and differences amongst people.

Staff make excellent use of incidental opportunities to talk about colours, for example, as children mix different coloured paints together and as they talk about colours of their clothes. Children thoroughly enjoy playing with programmable toys and equipment, competently using the mouse on the computer. Art and craft activities provide children with vast opportunities to make and create, to paint, model with play dough and explore different textures. Children have countless first hand experiences, such as playing in the secure outdoor area during inclement weather. They don their wet weather clothing, use umbrellas and feel the rain on their skin as they collect the water from the leaking guttering. Children in this setting are highly active participants in their learning and are successfully developing skills for their future.

Children's learning is planned for and promoted highly effectively. Regular

observations made by all staff are collated by the child's key person and these are used to support them in planning activities which will interest them and help to identify their next steps of learning and development. There is an excellent balance of innovative and challenging group and child-led activities. Children are kept safe because staff have a very good understanding of creating a safe and welcoming environment where risks are minimised. While outdoors, children learn to keep themselves safe. For example, they know they must wait for the equipment to be dried off following a rain shower before they use it as it may be slippery. Effective steps are taken to promote children's good health and well-being, including minimising the risks of cross-infection and by following sound procedures when children are ill. Children are very active and show an excellent understanding the benefits of physical activity. They embrace physical play as they ride wheeled toys with increasing skill and they show an exceptional understanding and adopt healthy habits, such as good hygiene practices. In addition, they have a wide selection of healthy snacks and easy access to drinking water.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	2
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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