

Horley Community Pre-School

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

Inspection date

16/04/2013

Previous inspection date

21/09/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children make good progress in their learning and staff effectively promote their emotional well-being at this happy, friendly pre-school.
- There is a strong focus on learning through play and enabling children to follow their own interests. This empowers children to make their own decisions about what they do and encourages them to become self-motivated.
- Staff make good use of the daily routine and situations that arise during the session to help children understand about safe practices.
- Providers offer separate sessions for two year olds and those children who will be starting school. This enables them to tailor the sessions specifically for children who are new to pre-school life and those who are preparing for the next stage in their education.

It is not yet outstanding because

- Staff do not always make the best possible use of snack time to engage children in conversation and involve them in preparing food to build further on their independence and self-help skills.
- The outside tarmac area does not offer a thoroughly interesting learning environment because staff do not set out resources in ways to fully encourage children to investigate and explore.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and the interaction of children and staff indoors and outdoors.
- The inspector had discussions with the registered providers/managers, staff and children and discussed the option to carry out a joint observation with the registered providers.
- The inspector checked evidence of staff suitability and sampled other documentation relating to the pre-school's activities.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Debbie Newbury

Full Report

Information about the setting

Horley Community Pre-School has been established since 1965. It registered under its current joint-ownership in 2003. It operates from a single storey, community-shared building, close to the centre of Horley, in Surrey. Children have access to a hall and enclosed outside play areas. Children attend from the local area and surrounding towns. The pre-school operates each weekday during term time only from 9am to 3pm. Children can attend for a variety of sessions.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 51 children on roll aged from two to four years. The pre-school is in receipt of funding for the provision of free early education to children aged three and four years. It welcomes children with special educational needs and/or disabilities and children who speak or hear English as an additional language. A team of nine members of staff work with the children; of these, six 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.

What the setting needs to do to improve further

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

- review the organisation of snack time so it is used to promote conversation between staff and children and provides children with further opportunities to be as independent as possible
- provide more interesting activities and resources outside to maximise learning experiences for all children and encourage them to explore further.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children remain busy and well occupied as they follow their own interests. They learn through play with the support of staff who engage with them in a predominantly positive way. As a result, children make good overall progress in their learning and development. Staff have a secure understanding of their role as key person to monitor children's progress and plan for the next steps in their learning. They encourage parents to share their knowledge about their children through the completion of 'all about me' sheets. This contributes to continuity of children's care and means staff are able to assess children's

starting points more accurately. Staff invite parents to view their child's learning record whenever they wish and they receive reminders about this in the pre-school's newsletters. Staff also invite parents to attend an annual parent consultation. Parents have opportunities to share in their child's learning. For instance, staff ask them to help their child find objects at home that correspond with the letter of the week, to support children's literacy skills.

Staff set the scene for whole group times well so that children are ready to join in and listen. Children discuss the day of the week and they know that Tuesday begins with a 'T'. They look at a number line to locate the number 21, which is the number of children present. The providers take good account of children's current interests, for instance by providing magazines and puzzles that feature favourite television characters. Children develop control and coordination as they pour their drinks and use a spoon to serve themselves fruit at snack time. However, staff do not always make the best possible use of this part of the session to engage children in conversation. They also do not involve children in preparing food to build further on their independence and help them learn new skills.

Children play together in the home corner acting out familiar scenarios. They 'cook' food in the oven and do the ironing. Staff join in and encourage children to talk about what they are doing. They introduce children who are learning English as an additional language to the English words for the different items they select. Children listen with interest to well told stories. This becomes an interactive session as the member of staff pauses to seek children's input by asking questions and encouraging them to share their knowledge. Children choose to look at books and comics both independently and in small groups. They see lots of words around them on labels and posters. All of these experiences support children's developing literacy skills.

Staff provide support for children who show interest in cutting but need help. They show children how to hold the scissors correctly and talk about how these open and shut. Staff join in as children put a road track together. They encourage them to consider whether their cars travel down a ramp 'fast or slow' and introduce the idea that those which travel slowly do so because they are heavy. The wheeled toys outside are particularly popular with children and they manoeuvre these at speed, competently changing direction and avoiding collisions. Children use these as part of their imaginative play, pretending to be fire fighters on their way to put out a fire at Horley Station. Staff provide children with support as they put together the different numbered tiles in ascending order so they can play hopscotch. Children jump and hop as they work their way across. Children remain involved as they play outside although this is not a thoroughly interesting learning environment.

Staff provide children with a variety of activities and experiences that enhance their awareness of others and help them learn about the world around them. Children find out about different festivals and celebrations, such as Burns Night and Chinese New Year. They visit the post office and take part in charity events. Children make discoveries about which objects will stick to magnets. They learn about nature and growth as they plant up tyres with bulbs and plants. Children find out about technology as they investigate remote controlled cars. They also have some opportunity to use a laptop computer.

Staff plan a specific session once a week for older children who will be starting school in the autumn term. During this time they introduce different and more challenging activities and experiences to help prepare children for the next exciting stage in their education. There is a strong focus on promoting children's awareness of letters and sounds.

Staff also hold separate sessions for two year olds. These younger children move freely around the hall exploring. Staff sit alongside them providing support as they investigate the dough and play in the home corner. The provision of familiar resources that reflect everyday life enable these young children to begin to use their imaginations as they engage in make-believe play. Parents who are visiting with their children as part of the settling-in process receive good quality support from the member of staff who has responsibility for the two year olds. She spends time reassuring parents and explaining how staff will support their children. The staff stress the importance of parents sharing anything they feel is important about their child so they can work together. The pre-school is implementing the required progress check for children who are aged between two and three years to monitor their development in key areas of learning.

The contribution of the early years provision to the well-being of children

There is a happy, friendly atmosphere evident at the pre-school. Staff have a calm, gentle manner with children and interact with them in a positive way. Children demonstrate they feel safe and secure by the way they approach staff for help and welcome them into their play. As a result, relationships between children and staff are good. This supports children's personal, social and emotional development. Children have their own coat peg and named drawer, which they can access independently. These small measures add to the children's sense of belonging. Children behave well. Staff manage any minor issues, for example, over sharing with a minimum of fuss. They explain to children about taking turns and the need to wait. They constantly praise children's efforts and achievements, giving reasons for this. This fosters children's self-esteem effectively and helps them understand what it is they have done well. The pre-school implements good strategies for behaviour management to help children understand about acceptable behaviour and for staff to understand their role in supporting this.

Staff have to set up and clear away on a daily basis. They make sure that the environment is ready for the children's arrival and provide a variety of resources indoors that reflect all areas of learning. Staff arrange these to be inviting and accessible. This enables children to help themselves and encourages independent choice about what they do. The space available within the hall means that it is not possible for staff to get out all resources. They have therefore put together a catalogue with captioned photographs of other play materials. Children can ask for these items. Staff review the indoor environment at lunch time and make changes as necessary to the play materials so they reflect the different needs of the younger children who attend during the afternoon. Staff are in the process of developing the garden area. However, the outside tarmac area, which children also use for outdoor play, does not offer a thoroughly interesting environment to maximise learning opportunities. Staff do not set out resources in ways to fully encourage children to

investigate and explore.

Outdoor play is a daily feature of the pre-school's provision. This enables children to be physically active and benefit from fresh air. Children follow good hygiene practices, such as washing their hands before eating. They enjoy healthy snacks and are encouraged to serve themselves to gain independence. Staff use the daily routine and situations that arise during the session to good effect to help children understand about safe practices. They talk to older children about pushing the chairs in under the table and picking up toys on the floor so nobody trips over. They explain to younger children that 'we don't throw toys and we need to be gentle when we put toys in the box.' Children regularly take part in practice fire drills to help develop their understanding of what they need to do if it is necessary to evacuate the building in an emergency.

The pre-school attends meetings with other local early years settings and schools. These provide a good opportunity to establish links and share information about children. They also mean that the pre-school is able to find out from school teachers what they want children to be able to do when they start at school. Pre-school staff can then provide children with the necessary support to help them acquire the skills they need. Teachers are invited to come and visit the children at pre-school and staff take children to visit schools. These arrangements are conducive to supporting children to be ready for school.

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

The inspection was brought forward because of notification of a concern around how the pre-school manages behaviour, works in partnership with parents, safeguards children and supports their learning and development. The pre-school meets the requirements for the Early Years Foundation Stage well. The providers and their staff team have a secure understanding of their responsibility to safeguard the children who attend. They are aware of the action they must take if they have any concerns about a child's welfare. They attend training and everyone knows where to locate relevant reference materials. Staff complete risk assessments, which they revisit on an ongoing basis to help keep children safe. For instance, on the day of the inspection, the providers had taken the decision not to use the garden because of self-identified hazards. The providers review entries in the accident book each term. This allows them to identify any emerging patterns or if they need to put in place specific risk assessments for individual children. The ratio of adults to children at this pre-school is higher than the required minimum and staff deployment is mostly good. For example, staff move around the indoor and outside environments to take account of where the children are. They supervise children carefully but allow them the freedom to explore. The providers implement stringent arrangements for the recruitment and vetting of new staff and to help ensure the ongoing suitability of the existing staff team. These positive measures help to make sure that children's safety and security receives continuous consideration.

The providers evaluate their existing practice to identify strengths and priority areas for development. They then produce improvement plans to enhance the provision for

children. For instance, they are planning to make use of new display boards to display their planning. This will make it more easily accessible to parents. The providers also receive and act upon advice from external advisors, such as the local authority Early Years team. The staff have created a second quiet area within the hall in addition to the book corner. This has improved children's opportunities to develop their communication and language, and literacy skills. The children make good use of this area when they want to sit and chat to their friends or play with the soft toys and puppets. Parents and children are also encouraged to express their views to help staff identify areas for further improvement in the outcomes for children. Staff work together well as a team to create a happy and caring environment. They take advantage of different training opportunities, which supports their continuous professional development. The providers maintain all required documentation well. They have devised detailed policies and procedures, which cover all aspects of the pre-school and underpin practice. The providers understand the importance of confidentiality and describe their arrangements for managing this. This includes providing opportunities for parents to speak to them in the office if they prefer.

Parents receive a comprehensive welcome pack when their child first starts at the pre-school. This includes information about the Early Years Foundation Stage and the pre-school's policies and procedures. These include details of how staff will manage children's behaviour and arrangements for informing parents about this and involving them in their children's learning. Parents are encouraged to join the pre-school for different events and activities, such as messy play days, joining in with block play and for the Easter bonnet parade. The providers feel that these occasions provide a good opportunity to encourage parents to talk about the pre-school and express their views. Parents come into the building to drop off and collect their children and handovers are unhurried. Parents are pleased with the pre-school. They know who their child's key person is and they feel well informed about their learning. One parent commented 'I get lots of feedback - we chat and there is the home/school link book.' Another noted 'it is a nice environment with friendly staff.'

The providers appreciate the importance of partnership working with other early years settings and any agencies or professionals supporting children to provide continuity in children's care and learning. These arrangements are not necessary at present but these links have been established in the past.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	122695
Local authority	Surrey
Inspection number	908816
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	26
Number of children on roll	51
Name of provider	Horley Community Pre-School Partnership
Date of previous inspection	21/09/2010
Telephone number	01293 431898

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

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