

West Hoathly Community Pre-School

North Lane, West Hoathly, East Grinstead, West Sussex, RH19 4QG

Inspection date	09/06/2014
Previous inspection date	20/06/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Safeguarding is given high priority. Staff are very aware of safeguarding requirements which means children are safeguarded well and procedures are understood and implemented consistently.
- The quality of teaching is good. The educational programme provides interesting and challenging experiences. Staff acknowledge the uniqueness and individual needs of every child and fully support them in making good progress in their learning and development.
- High levels of engagement between staff and parents, and the levels of parental involvement in children's learning, contribute significantly to the good outcomes for children.
- The manager and chair of the committee have a strong commitment to the continued development of the pre-school. Their self-evaluation involves the views of everyone and shows clear targets for improvement.

It is not yet outstanding because

- There are fewer resources that support children's physical development.
- The setting has not developed an outside environment rich in print, where children can understand and learn about words and numbers.

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 children's play and staff interaction, indoors and outside.
- The inspector talked with available staff, parents and held discussions with members of the committee.
- The inspector examined documentation including a representative sample of children's records, policies, staff training records and staff suitability records.
- The inspector looked at arrangements for keeping children safe.
- The inspector invited the manager to carry out a joint observation.

Inspector

Nadia Mahabir

Full report

Information about the setting

West Hoathly Community Pre-School registered in 1992. It operates from a parish hall in West Hoathly, West Sussex. Children have access to the ground floor and a secure outside play area. The pre-school is registered on the Early Years Register and compulsory and voluntary part of the Childcare Register. It follows the Montessori philosophy of education. The pre-school is open Monday to Thursday 8.45am to 12.30pm. There are additional sessions on Thursdays from 12.30pm to 2.30pm. Children are able to attend for a variety of sessions. The setting receives funding for the provision of free early education for children aged two, three and four. There are currently 20 children on roll in the early years age range. A total of three staff work directly with the children. Of these, all hold relevant qualifications at level 3 or higher.

What the setting needs to do to improve further

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

- enhance the programme for children's mathematical and literacy development by providing further opportunities for children to see and recognise familiar words and numbers, for example, by providing these in the outdoor environment to help those children who prefer learning outdoors
- extend opportunities to develop children's physical development by providing additional resources and play experiences.

Inspection judgements

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

Children come into the pre-school confidently and quickly settle and engage in a chosen activity. They are enthusiastic and happy about being at pre-school, enjoying a wide variety of activities that encourage their natural curiosity to learn. These are planned by staff who are knowledgeable and work well as a team to ensure that they take into account the unique needs of each child. All children have good opportunities to use their senses to explore and experiment through a wide range of resources. They show excitement as they feel the textures of the different materials and mediums, such as sand, dough, paint and messy play activities.

Staff motivate children's learning as they get involved in their play and effectively adapt activities to respond to the children's individual interests. For example, young children enjoy playing with a soft ball because a member of staff teaches them throwing and catching skills. She skilfully extends the activity by introducing beanbags, counting with

the children as they throw, and adding some number rhymes. This enhances the children's learning experiences and helps raise their awareness of number through fun play activities. Staff help children to learn about rhythm and different beats through music and movement sessions. During these, children are encouraged to listen and move their bodies in time to the sounds they hear.

Teaching is good; practitioners support children effectively and promote their language and literacy skills very well. For example, staff ask questions which encourage them to recall events in their own lives, helping them to build on known experiences they have had with their families. As a result, children's communication, language and thinking skills are promoted well, which helps to prepare them for their eventual move to school. Staff observe children counting the caterpillar numbers on the mat and use this opportunity to extend their activity. For example they introduce a fun drawing and writing caterpillar activity where they also learn about life cycles. Children carefully draw around the body of the caterpillar, they trace over the lines and dots. Staff encourage younger children to make circular movements using their pincer grip and fine motor skills to help them to write and draw the caterpillar. A member of staff makes the activity fun as she has a discussion about caterpillars and their life cycle. Children sound out the letters and learn about phonics and numbers in an enjoyable activity. Older children confidently write words using their well-developed phonic knowledge. Children begin to understand that print carries meaning and the more able children, handle books with care and enjoy having stories read to them. However, there are few resources in the outside area that would support and further their understanding of words and numbers.

The experienced staff in the pre-school room allows children to persist when challenges occur and are skilled at knowing when to step in to offer support. This successfully promotes children's active learning and helps children achieve. Staff demonstrate a good understanding of the learning and development requirements of the Early Years Foundation Stage. They routinely note what activities children are engaging in and regularly complete more detailed observations of the children as they play. The information gained through this assessment is then used to inform future plans to ensure all children are helped to take the next steps in their learning. Staff are yet to complete the progress check at age two years. However, they fully understand that it supports younger children's development and early intervention sought if necessary.

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

All staff welcome children and their families into the nursery. Staff are attentive at all times, ensuring children are well supervised and kept safe. There is an effective key person system in the pre-school, which means that children have strong attachments with practitioners and a good sense of well-being. All key persons share important development information with parents and there are clear logs of discussions about things that children have done in the setting. As a result, parents feel fully enabled to approach their child's key person or a member of the management team. Staff are proactive in ensuring they are fully aware of the individual needs of the children and care for them accordingly. As a result, children have formed close relationships with staff and feel safe and secure.

Children's self-esteem and confidence is nurtured through the praise and encouragement they receive from staff. Behaviour of children is extremely good; the clear rules and routines of the school are followed consistently creating a happy yet calm atmosphere. The pre-school is very well organised, the environment inspires learning and is cleverly designed and safe. It enables children to access resources independently. Children of all ages busily involve themselves in self-chosen activities. All areas are well resourced and maintained to a high standard providing children with a clean, comfortable and safe learning environment. Daily safety checks are completed to ensure that hazards are removed and children can play safely.

Staff are deployed well and observe children diligently. They are quick to offer advice when necessary, especially when required to keep them safe; for example by teaching children how to carry equipment appropriately. Staff also remind them not to run around inside and ask them to move toys from the floor. As a result, children are learning how to keep themselves and others safe in their play. Children develop good hygiene practices as they wash their hands after being in the garden, after going to the toilet and before food. The pre-school provides appetising and nutritious snacks that meet with children's dietary needs and help ensure they remain healthy. Children enjoy the garden where they run and ride, moving with control and direction. This enables children to become aware of their own physical abilities and the space around them and increases their understanding of how good being active can make them feel. However, there are fewer pieces of equipment that support the children's physical development such as climbing and balancing skills. Children's learning is enhanced by many other outdoor activities. They enjoy being creative outside as they access a range of resources that support their early writing skills, For example, children scream with delight as they flick water using a paint brush to make different patterns on the wall. This activity also supports children's understanding of early writing as they concentrate in forming the letters of their names.

Children learn about the similarities between themselves and others as they look at photographs of themselves displayed in the room. They also explore a variety of festivals, such as Diwali and Christmas, which supports their understanding of different cultures and beliefs. The pre-school has very good links with the local schools the children will move on to and welcome the teachers into the setting to visit the children. Older children visit a local school regularly where they have lunch and join in activities with the reception class. This excellent partnership results in children settling quickly into their new school and parents feeling supported.

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

The manager and staff team have a clear understanding of their responsibility to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. All of the staff demonstrate a very strong understanding of how to protect children in their care from abuse and neglect. Arrangements for safeguarding children are very good and staff understand the importance of confidentiality. Robust risk assessments are carried out to ensure children are kept safe and secure. External doors are kept locked when children

are in the pre-school and all visitors' identification is checked. Fire drill procedures are carried out regularly and ensure that children and adults know what to do should an emergency occur. Thorough daily checks ensure that any hazards in the children's environment are removed or minimised.

The management have a positive attitude to the ongoing development of the provision. Following the last inspection, they put a clear action plan in place to address the issues raised. There are now robust recruitment and vetting procedures to assess that everyone working with the children is suitable to do so. All new staff participate in the nursery induction process which covers safeguarding, health and safety and the group's policies. This helps to make sure that they are clear of their roles and responsibilities. All the required documentation is in place to support children's safety and welfare. These records are stored securely to promote confidentiality. Staff now plan specific play activities for the garden area to widen children's learning experiences. The manager holds regular meetings with her colleagues and committee members to discuss any issues, evaluate practice and focus on priorities for future improvement. She works with staff in the rooms and checks the children's assessment folders to monitor the quality of teaching. The manager and chair of the committee work hard to gain the views of parents, practitioners and children, and use them to complete a thorough evaluation of the pre-school. For example, parents have filled in questionnaires about the pre-school's strengths and weaknesses. Therefore, their plans for improvement of are clear and well focused. Parents are able to identify individuals responsible for the care of their child because the names and photographs of committee members are displayed and there is a list of key persons and the children assigned to each key person.

Effective monitoring of the educational programmes ensures that all children are supported to make good progress in their learning and development. Staff carefully plan for children's learning by incorporating their interests and their identified next steps, whilst at the same time being flexible and offering children choices. Children's learning is well documented and parents are kept fully aware of their children's development through regular daily feedback and termly meetings. Parents are also kept well informed about the life of the pre-school through the notice boards and daily chats to staff. Arrangements for staff supervision are in place, and the staff benefit from a system of regular classroom observation that helps them improve practice to meet children's needs effectively. Overall, the experienced and qualified staff team work together well. They follow the Montessori philosophy to support children in their learning and development. The manager and staff are enthusiastic about the care they provide for children and their families. Clear relationships have also been formed with other professionals involved in children's lives, and valuable links with other nurseries and local schools ensure children are supported well and benefit from consistent learning experiences. Consequently, children receive continuity of care and the move from one service to another are as relaxed as possible and children feel safe.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	113823
Local authority	West Sussex
Inspection number	958954
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	20
Name of provider	West Hoathley Community Pre-School Committee
Date of previous inspection	20/06/2013
Telephone number	01342 811380

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

