

# Warnham Pre-school

Village Hall, Hollands Way, Warnham, Horsham, West Sussex, RH12 3RH

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|--------------------------|------------|
| <b>Inspection date</b>   | 25/06/2014 |
| Previous inspection date | 21/03/2013 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 4 |
| 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

- The staff team and committee members are committed to continually developing and improving pre-school provision. They monitor their practice and take effective action to ensure positive outcomes for children.
- Staff use positive behaviour strategies well which helps children to learn how to manage their own behaviour. Overall, children behave well and staff teach positive behaviour strategies.
- Key persons know their children's individual needs and interests. This helps children to make good progress and be ready for the next stage in their learning.
- Staff use good questioning techniques, which helps to develop children's communication and language skills.

### It is not yet outstanding because

- Staff do not consistently involve parents in opportunities for shared home learning.

## 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.

## Inspection activities

- The inspector observed activities in the main playroom and outside learning environment.
- The inspector looked at children's development records and the planning of the curriculum.
- The inspector sampled a range of safeguarding policies which included behaviour management procedures.
- The inspector completed a joint observation with the manager of the setting.
- The inspector took account of the views of parents, staff and children spoken to on the day of inspection. In addition, parents written comments and the pre-schools self-evaluation.

## Inspector

Janet Thouless

## Full report

### Information about the setting

Warnham Pre-School registered in 2005 and is run by Warnham Pre-school committee. It operates from the village hall in Warnham, West Sussex and serves the local area. The pre-school is registered on the Early Years Register. It is open on Monday and Thursday from 9am until 3pm, on Tuesday from 9am to 1pm and Wednesday and Friday from 9am until 12 noon, term time only. It provides places for children aged from two years to the end of the early years age range. There are currently 34 children on roll. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. It supports children with special educational needs and/or disabilities. The pre-school employs eight members of staff. Of these, seven hold appropriate early years qualifications and one is working towards a qualification. The pre-school receives support from the local authority.

### What the setting needs to do to improve further

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

- enhance partnership working with parents by developing the strategies to engage them in their children's learning at home.

### Inspection judgements

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

Staff demonstrate they have a good understanding of the learning and development requirements for the Early Years Foundation Stage. They promote children's learning effectively through their teaching and interaction skills. Staff carry out ongoing observations and use this information to plan activities so that they are of interest and relevant to the children. This is helping children move on to the next step in their learning. Children choose their play ideas independently, benefiting from opportunities to free-flow between indoors and outside. Staff complement this child initiated play with effectively planned adult-led activities that broaden children's learning. For example, when children show an interest in dinosaurs staff develop a good range of activities to support their new found interests. Assessment systems are in place that enable staff to identify children's strengths and areas for development. Staff quickly identify any gaps in achievement and additional support is put into place should children require it to support their specific needs. The completing of these assessments is successful as they enable staff to organise specific activities to best support children's learning and development. Parents are involved in children's assessment through contributing to ongoing assessments, the progress check for two-year-old children and children's development records. Parents comment that they enjoy contributing to their children's development records. This leads to good relationships between staff and parents and successfully engages them in the

education of their children. However, there is room to enhance the exchange of information with parents to support learning in the home to promote fully consistency between the home and pre-school learning environments.

Children are involved, motivated and engaged in a good range of interesting, hands-on activities and experiences, which provide good levels of challenge. For example, children enjoy creative activities such as drawing dinosaur bones. They carefully draw a picture of bones then successfully cut them out. Staff recognise the importance of children's language development and use a range of teaching strategies to build children's vocabulary and confidence in speaking. For example, they introduce the names of different bones for each part of the dinosaur's skeleton. In addition, when children decide to bury the paper bones outdoors staff ask how they might keep them from tearing. Children confidently suggest laminating their drawings. Staff challenge children further by asking them for further ideas. Children respond enthusiastically by suggesting 'we can also use sticky tape'. Staff thank and praise them for their suggestions. This supports children's critical thinking, problem solving skills and self-esteem.

Staff provide good opportunities for children to develop an interest in books. Staff introduce and display a very good range of story and reference books that excite and involve children. The use of puppets enhances children's listening skills, curiosity and enjoyment of books. In addition, staff have created a quiet area where children can explore feelings such as sorrow, anger and happiness using books, puppets and picture cards. Children help themselves to writing materials during daily activities, and write and make marks for a variety of purposes. Older children write their name confidently and they recognise the sounds that the letters make. They are beginning to read words and simple sentences. Children show an interest in numbers and confidently describe the shape and size of objects when making paper boxes. Children use their number knowledge by counting the number of dinosaur bones dug up in the outdoor learning environment. 'Look I have two and you have three, let's see if we can find more'. Children enjoy investigating the natural world. They enjoy local walks around the village recreation areas discussing nature and identifying the types of mini-beasts they come across. When looking at a book on mini-beasts children ask if they can make a wormery. Staff readily agree and discuss with children the resources needed to create their wormery following children's spontaneous interests. Overall, children are developing good skills in preparation for their next stage of learning and eventual move to primary school.

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

An effective key-person system is in place. Children demonstrate an affectionate and trusting relationship with staff. The effective key-person system ensures staff give good attention and time to helping children feel emotionally secure in the pre-school environment. This allows children and parents to build meaningful relationships with staff. As a result, children's emotional well-being is well met. Settling-in sessions before children start helps them to feel confident and safe. Children spend time in the pre-school with their parents and key person to help them to become familiar with the environment and build their confidence. Staff interact in a warm and friendly way with children, they take

time to listen and provide lots of reassurance. Staff show a good understanding of how to positively respond to children's different behaviour. Children are learning about boundaries and how to share with their friends, in a way that they understand. Consequently, children's behaviour is good. Staff are deployed effectively to support children in their play and learning. Children know the pre-school rules such as hand clapping means five more minutes until tidy up time. Children happily comply tidying up after themselves. They know to wear high-visibility jackets when going outside into the community playground. Staff remind them of safety rules before they leave helping children to understand how to keep themselves and their friends safe.

The pre-school environment is organised to provide children with an exciting range of play experiences that support their development well in all areas of learning. The well-organised hall and outdoor learning environment enables children to choose from a good variety of toys and resources, many of which are stored on low-level shelving with picture labels and words. Therefore, children can access resources freely and independently. Staff carry out robust risk assessments both indoors and outside. For example, they check the community playground for hazards, lock both gates and deploy themselves to support children as they play on more challenging physical play equipment. They check the register before children go outside, when playing outside and when they return to ensure their safety. This significantly helps to minimise risks to children.

Staff support children's well-being very well through the promotion of healthy eating and provision for outdoor play. Snack times are sociable occasions. Children take turns in helping prepare fruit for their friends. They skilfully use knives to slice bananas and strawberries closely supervised by staff who discuss with them the importance of using knives safely. Children's lunch boxes are stored appropriately and staff offer parents suggestions on healthy food options to provide a healthy balanced diet. In addition, staff ask parents to avoid certain food items so children with allergies are kept safe. To promote healthy eating further at the end of the week children make vegetable soup from the many vegetables used in their fruit and vegetable market stall. They enjoy participating in activities such as promoting oral hygiene receiving a free toothbrush from the visiting rural play bus. Children participate in many outdoor activities. They show their agility to ride bikes and scooters skilfully negotiating obstacles and other children. A quiet time takes place at the end of each session. This gives children the opportunity to talk about items they have placed in the treasure basket on arrival or reflect on the morning or ongoing events.

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

Management and staff have a good understanding of the requirements of the Early Years Foundation Stage. Good systems are in place to help safeguard children and protect them from harm. Staff have completed safeguarding training and know precisely what steps to take should they have any concerns about a child in their care. The manager, who is the designated child protection officer, deputy and management committee, have a good understanding of the pre-school's responsibility to refer any concerns to the local authority

children's department. The recruitment procedure is sound and it includes all elements, such as vetting and induction for all staff. Staff supervision and yearly appraisals take place to identify strengths and areas to improve. The manager attends other local settings to seek additional ideas on how to develop the pre-school further. Staff understand and implement the pre-school's policies and procedures, and share these effectively with parents. This means that staff are clear about their roles and responsibilities in the pre-school.

The manager monitors the delivery of the educational programmes to identify any emerging gaps in children's learning and to develop staff practice to improve outcomes for children. Staff attend regular training to support their ongoing professional development. The manager, deputy and members of the committee continuously and successfully evaluate pre-school practice. This enables them to review practice often and prioritise areas for improvement. They also work closely with the local authority early years development team. The manager, deputy and committee members have laid down strong foundations on which to build good practice in all aspects of pre-school provision. The pre-school has successfully implemented all actions set at the last inspection.

Staff have developed positive relationships with parents. Staff make themselves available to talk to parents at arrival and collection times. Staff provide parents with a wealth of information on pre-school practice. Parents comment that they are very happy with the care and education offered by the caring staff team. Staff work closely with parents and other professionals such as childminders to identify any additional learning needs. They devise individual care plans to ensure that good levels of support are offered to all children. Staff make good links with other professionals and schools to support children's welfare and help children to make good progress in their all-round development.

## 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

|                                    |                              |
|------------------------------------|------------------------------|
| <b>Unique reference number</b>     | 113811                       |
| <b>Local authority</b>             | West Sussex                  |
| <b>Inspection number</b>           | 968348                       |
| <b>Type of provision</b>           | Sessional provision          |
| <b>Registration category</b>       | Childcare - Non-Domestic     |
| <b>Age range of children</b>       | 0 - 5                        |
| <b>Total number of places</b>      | 30                           |
| <b>Number of children on roll</b>  | 34                           |
| <b>Name of provider</b>            | Warnham Pre-School Committee |
| <b>Date of previous inspection</b> | 21/03/2013                   |
| <b>Telephone number</b>            | 07951 085600                 |

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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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