

Loxwood Pre-School

School Field, Badgers Way, Nicholsfield, Loxwood, West Sussex, RH14 0TJ

Inspection date	14/01/2015
Previous inspection date	22/11/2011

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- A well-established key-person system helps children to form secure attachments with their key-person. These bonds promote their well-being very effectively. As a result, children's independence, self-help skills and confidence levels are exceptionally high.
- The quality of teaching is excellent. Staff use excellent questioning techniques, they listen to and respond to children's ideas. This means children become confident learners.
- Leadership and management is highly reflective. They use excellent processes to monitor and evaluate the quality of teaching and its impact on children's learning. This means staff continue to make changes that result in extremely positive outcomes for all children.
- Staff are deeply committed to working together with parents. This means continuity of care and learning for children is excellent.

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 had a tour of the pre-school and took part in a joint observation with the manager.
- The inspector held discussions with the manager and chair of the management committee.
- The inspector talked with some children, staff and parents, and took account of their views.
- The inspector observed children and staff engaged in activities.
- The inspector looked at a range of documents, including some policies and procedures, risk assessment, and children's records.

Inspector

Jane Franks

Full report

Information about the setting

Loxwood Pre-School was registered in 1980 and is run by a voluntary committee of parents. It operates from a self-contained building set in the grounds of Loxwood Primary School, in Nicholsfield, Loxwood in West Sussex. All children have access to a fully enclosed outdoor play area and have the use of the outdoor environment of the school. The pre-school is able to support children with special educational needs and/or disabilities and those learning English is an additional language. The pre-school is registered on the Early Years Register. The pre-school is open each weekday during term time only. Sessions are from 9am to 1pm. Additional sessions run on a Tuesday and Friday from 1pm to 3pm for three-year-old children. There are currently 24 children on roll. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are five members of staff, four hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- enhance further children's already thriving literacy skills within the outdoor environment by adding pictures alongside words to fully support children's developing awareness that print and symbols carry meaning.

Inspection judgements

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

Staff are highly effective at enhancing children's learning and development. They work extremely closely with parents to ensure children's assessments are accurate. Staff use their expert knowledge to identify clearly children's next steps in learning. Staff use this knowledge to clearly target learning. As a result, children are enthusiastic and highly motivated. For example, they confidently asked staff if they could make play dough. During the activity, each child independently selected resources, such as cars and cooking utensils. Staff skilfully asked questions to initiate discussions about changing patterns and textures. Children developed their small and large muscles while they rolled and stirred their mixtures. Highly skilled and caring staff work exceptionally well alongside parents and other professionals to ensure children requiring additional support receive the help they need. All children make outstanding progress in their learning. Staff diligently tune into children's interests and abilities, and plan challenging activities to extend their learning.

Staff provide an excellent balance of child-initiated and adult-led activities. These provide children with plenty of challenge and encourage their natural curiosity to learn. After

finding a spider, children engaged in imaginary play and turned their playhouse into a farm. Older children proudly wrote down the names of their chosen animals while younger children made marks inspired by their older peers. Staff seize all opportunities for children to develop their early writing skills through their daily activities. However, there is opportunity to enhance children's already thriving literacy skills, by incorporating more visual symbols to encourage a greater understanding that words carry meaning. Nevertheless, children are exceptionally well equipped for the next stage in their learning and school. Staff use excellent communication strategies so that children have time to think and respond to solve problems. For example, children worked together stacking up beanbags to access the first floor of their playhouse.

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

Children's personal, social and emotional needs are exceedingly well met. As a result, they form highly effective relationships with their key person and display high levels of confidence in their environment. Staff are highly effective at including all children and help them learn to the best of their ability. They encourage children's independence, for example, children prepared the table for snack and peeled their own fruit. Staff teach children to manage their personal hygiene in preparation for school. Staff skilfully promote positive behaviour at all times by enthusiastically acknowledging children's particular achievements, which raises their self-esteem very well. All children engage exceptionally well in activities; therefore, they are extremely well-behaved.

Staff regularly review the resources available to ensure they reflect individual children's care and learning needs. For example, following a recent audit children now have more opportunities to develop their small and large muscles through sand and mud play. Staff plan excellent activities for children to develop their physical skills. They move between the indoor and outdoor environment enjoying the fresh air. Staff teach children an exceptional awareness of safety throughout the range of activities they undertake. As a result, children are developing an understanding of how to keep themselves safe. They demonstrated how to walk carefully on the damp decking outside. Staff deploy themselves extremely well to ensure that all children receive excellent interactions and supervision.

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

Leadership in the pre-school is strong. Meticulous evaluation of the quality of teaching and monitoring of the education programmes since the last inspection has significantly improved outcomes for children. They monitor children's assessments to ensure consistency in staff's knowledge. There is an emphasis on developing the staff through supervision, manager observations and training based on identified priorities. This highlights the continuous drive to improve the provision. For example, staff have recently attended training on 'block play'. This has increased staff knowledge and skills in teaching even further and enhanced children's progress in the pre-school.

Staff expertly promote children's safety and welfare and they demonstrate a wealth of knowledge about safeguarding to ensure the welfare of children. Staff are able to identify signs of abuse and know the correct procedures for reporting concerns. The leadership team has robust recruitment and induction procedures to ensure all adults are suitability to work with children. The manager and staff team complete rigorous risk assessments in the indoor and outdoor environment to minimise or eliminate hazards. Staff meticulously implement the robust policies, to steer staff's already excellent practice. They give children's safety the very highest priority.

Parents' views are valued and there are many opportunities for them to share their opinions and informally through daily discussions and formally through questionnaires. For example, following suggestions from parents staff display children's creative work imaginatively around the pre-school. Staff involve children in making decisions about their activities, which help focus the daily planning and organisation of resources. This demonstrates the views of parents and children are unique and valued. Excellent partnerships with other settings, fully supports continuity in learning experiences for children.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	113592
Local authority	West Sussex
Inspection number	835923
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	17
Number of children on roll	24
Name of provider	Loxwood Pre-School Committee
Date of previous inspection	22/11/2011
Telephone number	01403 753284 or 01403 823824

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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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