

Horsted Keynes Pre-School



Horsted Keynes Pre-School, Village Hall, The Green, Horsted Keynes, Haywards Heath, West Sussex, RH17 7AP

Inspection date

26 March 2015

Previous inspection date

17 October 2011

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|------|---|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Children are safe in the setting because robust risk assessments are in place to maintain high standards of safety. All staff follow safety procedures daily.
- Children behave very well because staff apply effective measures to deter negative behaviour; for example they are encouraged to wait their turn through the use of a sand timer.
- The setting has strong relationships with external agencies, especially health visitors.
- Staff make effective use of observations to find out about children's individual needs and interests. Consequently, all children are supported well and make good progress, even when they have special educational needs and/or disabilities.
- The manager demonstrates a strong drive to keep teaching standards high and encourages staff development through access to a variety of courses.
- Children are prepared well for their next steps to school. They demonstrate an enthusiasm for stories and are keen to begin writing, especially their names.
- Parents have a strong understanding of their children's experiences and progress, due to the successful range of methods that are in place including emails, weekly 'what I've been doing' diaries and parent coffee mornings.

It is not yet outstanding because:

- Staff do not always make full use of open-ended questions to encourage children to develop their ideas and use their imagination.
- Staff do not always act on opportunities for the development of number skills and counting that arise during free play.

What the setting needs to do to improve further

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

- make greater use of opportunities to develop counting and number skills within children's free play
- use more open-ended questions in interactions with children to enable them to think about their ideas and use their imagination.

Inspection activities

- The inspector observed activities in the inside and outside play areas.
- The inspector completed a joint observation of activities outside with the manager.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability and qualifications of practitioners working with children, and the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Kerry Lynn

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff offer a vast array of resources and activities, which meet children's interests and learning styles. Children are given time to play and extend their own ideas with minimal interruptions. This is due to staff's strong knowledge of how children learn, including the benefits of free play. Staff are skilled at homing in on children's interests. One member of staff followed children in using construction pieces to make body parts such as eyebrows or noses. She modelled the play and children developed it further through squashing and stretching construction toys to make different shapes. Staff make learning fun for children. They laugh together as feathers stick to their fingers on the craft table. Children are supported well in their development of language. Staff model correct language slowly and clearly, to enable children to learn the correct pronunciation. Children who are receiving support for language remain confident because this is included in their fun activities and they are not singled out.

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

Children demonstrate a sense of belonging and show they feel secure in their key worker groups. Staff are highly sensitive to children and their feelings. They listen attentively to children, who are happy to approach them when they need support. Children respond well to the friendly, positive environment. Friendships between children blossom and they interact well in groups. Children know how to be healthy. They proudly state that they eat fruit for a snack because it is healthy. Staff work hard to make the pack-away provision stimulating and inviting. They use resource trolleys and portable display boards with great effect to mark areas and allow children access to a wide range of resources. The outside area is designed well to allow children to continue their learning. Children use the sand pit to explore large trucks as they fill them and find out about the properties of sand.

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

The manager and staff form a strong team, working together to improve the provision. Staff access courses and request meetings, where they enthusiastically share their knowledge to improve practice. The team evaluates the provision together and the manager has additional systems in place for monitoring children's progress, to ensure good learning outcomes for all. Rigorous safeguarding policies and procedures are in place to keep children safe. This includes a thorough induction process that is refreshed throughout staff's employment, for example during appraisals. Staff's practice and confidence when discussing policies reflects their strong knowledge of the setting's safeguarding procedures.

Setting details

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| Unique reference number | 113536 |
| Local authority | West Sussex |
| Inspection number | 835919 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 26 |
| Number of children on roll | 26 |
| Name of provider | Horsted Keynes Pre-school Committee |
| Date of previous inspection | 17 October 2011 |
| Telephone number | 01825 791899 |

Horsted Keynes Pre-School is a committee-run setting that opened in 1994. It operates from the village hall in Horsted Keynes, West Sussex. It is open each weekday from 9.30am to 12.30pm, with extensions to 2.30pm available twice weekly. There are five permanent members of staff, all of whom hold appropriate early years qualifications. The setting is in receipt of funding for the provision of free early education to children aged three and four, and receives support from the local authority.

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