

# Pound Hill Pre-School

Community Centre, Worth Road, Crawley, West Sussex, RH10 7EP



## Inspection date

4 June 2015

Previous inspection date

24 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
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		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Staff are highly skilled in encouraging children to develop language and communication skills. They are extremely successful in encouraging children with special educational needs and/or disabilities to learn to communicate.
- All children make very good progress in their learning as staff carefully tailor experiences to meet the needs of each child. Staff take on board expert advice and use it with great success to nurture children.
- By employing highly successful observation techniques, staff have a superb knowledge of each child's interests and needs. This enables them to plan for each child's next steps in learning exceptionally well. Staff carefully tailor assessments to meet the needs of the parents who will read them.
- Staff demonstrate extremely well-honed teaching skills which the manager nurtures and develops by providing an inspirational programme for professional development.
- Staff safeguard children exceptionally well. The manager refreshes staff's understanding of the policies regularly which enables them to have a meticulous knowledge of safeguarding procedures. The manager maintains high standards with practical tests.
- Parents are highly involved in their children's experiences. They have exceptional opportunities to experience pre-school life by participating in play and stay sessions. Here they are able to find out their children's progress and interests.
- Children develop independence as they help to prepare snacks and they are able to cut up fruits with safety knives. However, staff do not always encourage children to think about risks for themselves.

## What the setting needs to do to improve further

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

- involve children in the risk assessment process to increase their knowledge of risks in the environment.

### Inspection activities

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

Staff have an extremely secure knowledge of how children learn. They plan highly stimulating and exciting activities to provide rich learning opportunities. As children paint bubble-wrapped trees, they experience texture, explore colours and compare the sizes of their paint brushes. Staff are meticulous in following children's ideas to extend their learning. After reading a book about firefighters, children are able to carry out their wishes to make a fire engine from a box. This creates excellent opportunities for children to create and use their imaginations. Children are highly enthused about learning to read and write because they participate in fun activities that lay the foundations for these skills. They paint caterpillar tunnels with shaving foam and write letters to fairies which they place in the garden. This prepares them for their future learning at school.

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

There is a highly positive atmosphere in the setting as children and staff interact enthusiastically together. Children become confident because staff value their ideas and join in the games children initiate. There is a very thorough settling process that enables children to form relationships with their key workers from the start. This means that children quickly feel secure in the setting. Children behave well through a strong emphasis on preventing negative behaviour by focusing on the cause. Staff help young children to communicate their needs with sign language which leads to positive behaviour. Staff recognise the benefit of a stimulating outdoor learning environment. They monitor children's preferences regarding outdoor or indoor play and invite them to consider the alternative. For example, they undertook a fun day called 'Inside Out Day' where they brought outside resources in and took the inside equipment out. This enables those less adventurous children to engage in different experiences.

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

Education programmes are rich and staff give exceptional consideration through constant analysis of the progress children make. The manager monitors children's learning and developmental progress through an online system, which she uses to identify weaker areas. The manager is extremely evaluative and strives for high standards. Staff are all involved in evaluative practice, judging each other's performance in areas such as storytelling, thereby learning from each other's strengths. Staff have many opportunities to grow as professionals through a focused and encouraging performance management system. Committee members monitor staff and use the information they gain to sharpen practice. Staff are taught about a new teaching technique weekly to further promote their skills to extend the outcomes for children.

## Setting details

<b>Unique reference number</b>	113660
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	839887
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	42
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Pound Hill Pre-School Committee
<b>Date of previous inspection</b>	24 March 2011
<b>Telephone number</b>	07765245933

Pound Hill Pre-School registered in 1989. It is situated in the Pound Hill Community Centre in Crawley, West Sussex. The pre-school is open during school term time on Monday, Tuesday, Thursday and Friday from 9.30am to 2.30pm and on Wednesday from 9.30am to 12.30pm. There is also a breakfast club that can accommodate children up to the age of 11 years. The setting accommodates funded two-year-olds and accepts nursery vouchers for three- and four-year-olds. There are 13 members of staff, of whom six have appropriate early years qualifications. There are five apprentices who are working towards qualifications at present.

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