

The Horseshoe Community Pre-School



Banstead Youth Centre, The Horseshoe, Bolters Lane, Banstead, Surrey, SM7 2BQ

Inspection date 11 June 2015
Previous inspection date 8 July 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

- Staff have good knowledge of safeguarding and child protection procedures. They undertake regular risk assessments and know where to access support should they have concerns about a child in their care. This contributes to reducing risk and keeping children safe.
- Children form good relationships with staff and other children. This helps them to feel settled and secure.
- Partnerships with parents are good. Parents actively support the pre-school, working on the management committee or being part of the volunteer rota. They discuss how they value the good quality of support given by staff to ensure their children are happy, secure and learn well.
- The quality of teaching is good. Staff provide children with a range of stimulating resources and activities which successfully promotes their learning and development.
- The dedicated management and staff team is committed to continuously improving its high quality practice.

It is not yet outstanding because:

- The records of children's development that staff share with parents do not clearly show children's progress over time. This can make it difficult for parents to see at a glance how their children are progressing.
- Staff do not always organise the outdoor area so that appropriate resources are easily accessible for children to fully engage in their chosen activities. For example, there is no chalk by the chalk board and no materials on the weaving racks.

What the setting needs to do to improve further

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

- regularly review the organisation of the outdoor area to ensure all resources are easily accessible to ignite children's interest and enable them to make full use of what is available
- develop the records of children's development that staff share with parents so that it is easier for parents to see their children's progress over time.

Inspection activities

- The inspector carried out a joint observation with the deputy manager.
- The inspector talked with the children and members of staff at suitable times throughout the inspection, and held meetings with the deputy manager, administrator and chair of the committee.
- The inspector spoke with several parents and took account of their views.
- The inspector observed activities and routines indoors and in the outside area.
- The inspector sampled a range of documentation, including staff qualifications, medication and accident records, and children's learning files.

Inspector

Hilary Welland

Inspection findings

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

Staff get to know each child well. They use regular observations of children to plan stimulating activities based on children's interests and needs. As a result, children progress well from their respective starting points. Managers track their progress to identify any gaps in their learning. Staff support children's communication and language development well. They skilfully adapt their teaching to meet the individual needs of the child. They speak clearly, repeating children's words to check understanding, and sensitively demonstrate the correct pronunciation, introducing new words to extend children's vocabulary. This supports all children to effectively develop their language skills, and particularly benefits those with special educational needs and/or disabilities or those who speak English as an additional language. Children enjoy joining in with songs, rhymes and story time activities. They practise their early writing skills and learn to link letters and sounds as they write their names and new words. This helps children prepare for school.

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

Children develop high levels of self-esteem and a sense of belonging. Staff display family photos and examples of children's artwork attractively, and children confidently chat about home and community life. Staff promote children's independence successfully. They encourage children to do things themselves, such as pouring drinks at snack time and putting on painting aprons. Staff teach children about the importance of keeping themselves healthy and safe. They teach them how to safely use knives to cut fruit and about road safety. Children play outside in the fresh air and follow strong hygiene routines, washing their hands after using the toilet or before eating. Staff are good role models; they use polite language and children mirror this. Children show consideration of each other, they learn to take turns and share toys. As a result, behaviour is very good.

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

The use of effective self-evaluation methods contribute to a culture of improvement. The pre-school has achieved a quality assurance award which demonstrates how staff effectively strive to improve the provision. For example, following training about reading, staff have introduced a lending library for children to borrow books to enjoy at home. Parents comment on how they greatly value this aspect of the pre-school and how much children enjoy the books at home. Managers use regular supervision sessions to identify additional staff training requirements. This supports staff's professional development needs and improves children's learning. Staff establish good working relationships with other professionals to effectively support all children and meet their individual needs. This includes working with local schools to support children's smooth move into reception.

Setting details

Unique reference number	122744
Local authority	Surrey
Inspection number	840432
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	33
Name of provider	Horseshoe Community Playgroup Committee
Date of previous inspection	8 July 2011
Telephone number	07814 791528

The Horseshoe Community Pre-School registered in 1974 and is a committee-run provision based in Banstead, Surrey. The pre-school is open each weekday from 9.05am to 12.20pm, with additional sessions available for some afternoons at certain times of the year. The pre-school receives funding to provide free early education for children aged two, three and four years old. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are nine staff in total. All staff working with children have recognised childcare qualifications.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.gov.uk/government/organisations/ofsted

© Crown copyright 2015

