

Amber Pre-School

Scout Hut, Amberley Road, Horsham, West Sussex, RH12 4LN



Inspection date

22 October 2015

Previous inspection date

29 November 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager promotes staff's professional development effectively. She identifies their training needs and supports staff well so that they are confident and knowledgeable in their roles.
- Parents receive good information from staff about their children's learning and progress. This provides them with clear information about how they can support their children's learning at home.
- Staff monitor children's progress and understand their individual learning needs securely. For example, they gain feedback from parents and other early years settings children attend to plan activities tailored to each child's individual needs.
- The manager monitors all children's progress closely. She acts effectively on the information she gains to ensure all groups of children make good progress.
- Staff take appropriate action to support children's additional needs. For instance, they work alongside other professionals to provide effective support for children.
- Children find out about healthy practices. For example, they enjoy nutritious snacks and benefit from fresh air and exercise.

It is not yet outstanding because:

- Staff do not always give children time to answer the well-worded questions they ask, to help them develop their thoughts and consider their own ideas.
- Staff do not always extend children's awareness of safety to help them learn to recognise and manage possible risks during their play.

What the setting needs to do to improve further

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

- strengthen opportunities for children to develop their thinking skills and ideas to extend their learning further
- extend children's understanding of recognising and managing risks themselves to promote their further awareness of how to stay safe.

Inspection activities

- The inspector observed activities in the inside and outdoor play areas.
- 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 and checked evidence of staff's suitability and qualifications.
- The inspector took account of parents' views spoken to on the day of the inspection.
- The inspector carried out a joint observation with the manager and provider of the setting.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a confident knowledge of the procedures to safeguard children. The provider ensures staff refresh and update their safeguarding knowledge frequently to implement changes in practice effectively. The manager makes effective evaluations that drive improvements and pays careful consideration to the views of parents, staff and children. For example, she made changes to the environment after noticing children did not use some areas in order to successfully promote their learning. Staff develop their skills and practice effectively, such as through training. For example, they introduced language games after training to help extend children's understanding of letter sounds.

Quality of teaching, learning and assessment is good

Children learn through play, which they choose and lead themselves. For example, during the inspection, they chose to sort objects according to colour and asked for coloured containers to put their objects in. This promotes children's mathematical skills as they learn to match colours. Staff act on children's ideas as they emerge in play and support their learning well through good quality teaching. They make good use of observations to understand each child's individual interests and learning styles. This helps them plan effectively for children's further progress. Children enjoy stories and books and take part in early writing activities, which promote their literacy skills. They have many opportunities to consider similarities and differences between themselves and others. For instance, they engage in conversations about their lives and those of their friends, and parents come in and share their cultures. This promotes children's awareness of the wider world.

Personal development, behaviour and welfare are good

Children are confident and happily make independent choices about what they want to do. Staff warmly welcome children on arrival and listen attentively to information they want to share, so that children feel valued. Children feel safe and secure and understand the routines and boundaries securely. They behave well and develop positive social skills, such as turn taking. Staff are good role models to children. For example, they are friendly and help each other, which supports children to do the same. Children develop their large and small physical skills effectively, indoors and outdoors. For example, they learn to climb and balance using large equipment and use small tools, such as tweezers to pick up objects.

Outcomes for children are good

All children, including those with additional needs, make good progress in relation to their starting points. They develop their skills and abilities so that they are ready for the next stage in their learning and for school.

Setting details

Unique reference number	113356
Local authority	West Sussex
Inspection number	846037
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	40
Name of provider	Amber Pre-School Committee
Date of previous inspection	29 November 2010
Telephone number	01403 272173

Amber Pre-school opened in 1984 and is managed by a committee. It is open during term time only on Monday to Thursday from 9am to 2.25pm, and on Friday from 9am to 12 noon. The provider receives early years education funding for children aged two, three and four years. A total of nine staff are employed, including two bank staff. Of these, seven staff hold recognised early years qualifications, including the manager who has a foundation degree.

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