

Elan Nursery Pre School

12 Sydney Road, Haywards Heath, RH16 1PZ



Inspection date

Previous inspection date

29 November 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 is very experienced and highly qualified. She works extremely well with her skilled staff, some of whom are working towards higher qualifications. Together, they identify areas that need further development ensuring that the pre-school continually improves.
- Parents speak very highly about the level of care and education with which their children are provided. They say that staff are extremely supportive to them and their children. Parents feel very involved in their children's learning and staff keep them well informed about children's ongoing needs and progress.
- Children confidently explore the play rooms and the outdoor area. They are making good progress in their learning and development. Staff help them to behave well.
- Children who have special educational needs (SEN) and/or disabilities are extremely well supported. Their needs are quickly identified so that additional support and advice is effectively implemented. This helps to ensure that all children are making good progress according to their individual abilities.
- Partnerships with external agencies and other providers are strong. Staff effectively share information about children's care and learning. Together, with others, they ensure that there is a continuous approach to meeting children's specific needs.

It is not yet outstanding because:

- Staff do not always make the best of opportunities that arise to consistently encourage children to explore their own thoughts and ideas.
- At times, the organisation of some group activities for younger children does not consistently engage them and encourage their full participation.

What the setting needs to do to improve further

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

- review and implement teaching strategies that consistently help children to extend their own thoughts and ideas
- consider group sizes when planning activities to make it easier for all abilities and ages to engage and benefit fully from the activities on offer.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact of these activities on children's learning.
- The inspector looked at samples of children's records and planning documentation. She also looked at evidence of the suitability of staff working with the children.
- The inspector spoke with the staff team and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager. She held a meeting with her and a member of the management team.
- The inspector spoke to several parents and took account of their views.

Inspector

Maura Pigram

Inspection findings

Effectiveness of the leadership and management is good

The manager effectively monitors children's development and ensures staff regularly observe and assess children accurately. Together, they identify any gaps in children's learning and development, and quickly address these. Staff receive regular supervision meetings and they continually review each other's practice to extend their skills. The manager supports ongoing training to raise standards further. This has led staff to introduce new ideas related to children's mathematical understanding. The arrangements for safeguarding are effective. Leaders and staff have a good understanding of child protection issues and the procedures to follow if they have concerns about a child's welfare or safety. Staff share information from regular training and complete thorough risk assessments. Staff recruitment and induction procedures are robust.

Quality of teaching, learning and assessment is good

Staff know children well and provide activities that they know will engage children well. For example, an interest in extinct animals leads to a game of hunting for 'dinosaur eggs'. Staff use good-quality teaching to help children correctly count the eggs they find. Language development is well supported. For instance, children enjoy recalling a popular story and work together well to build related items from this, such as 'a strong house'. Staff help children who speak English as an additional language to make connections in their learning. For instance, several staff are multilingual, and they use pictorial books in children's home languages and signs to explain what needs to be done. Staff use additional funding effectively to support the specific needs of individual children.

Personal development, behaviour and welfare are good

The manager and staff place a high emphasis on ensuring that children feel secure and settled. For example, they provide children with a special bag containing favourite items, and photographs of key adults and children to help them settle in quickly. This helps children to build positive relationships and supports their emotional well-being. Staff are good role models. They encourage children when they tell them tasks are too hard and children proudly tell them, 'Look, I did it,' when they succeed. Staff are aware of children's dietary needs and staff promote good hygiene and independence skills. Children have good opportunities to play outside, be physical and to develop their coordination. For example, they enjoy running games, climbing, riding wheeled toys and walking on foam blocks. Children's safety is promoted at all times, such as when they use the stairs and when they go on local walks.

Outcomes for children are good

Children are motivated and play well together. They know sounds of letters, are able to recognise their own names and attempt to write these. All children successfully gain the skills they need to move on to the next stage of their learning or school. For example, they eagerly help themselves to the wide range of resources and help each other to tidy up at the end of their games. Children have good social skills and show confidence in using tools, such as knives and forks.

Setting details

Unique reference number	EY490070
Local authority	West Sussex
Inspection number	1021463
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	44
Number of children on roll	64
Name of registered person	Elan Nurseries Limited
Registered person unique reference number	RP905577
Date of previous inspection	Not applicable
Telephone number	01444 451970

Elan Nursery Pre School registered in 2015. It is one of three provisions operated by the provider. The pre-school employs 10 members of staff. The manager holds early years professional status, one staff member holds an early years qualification at level 6 and seven staff hold early years qualifications at level 3. The pre-school is open from 7am to 6pm each weekday, for 51 weeks of the year.

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