

Horsham Under 3's

Harwood Road, Horsham, West Sussex, RH13 5UT



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| Inspection date | 15 February 2018 |
| Previous inspection date | 14 August 2014 |

| 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 | | Outstanding | 1 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Staff use effective assessment systems to monitor children's progress. They develop an in-depth understanding of each individual child and know how to move them forward.
- Partnerships with parents are strong and help support children's learning and emotional well-being. For example, staff share their behaviour management systems and help parents to establish effective sleep routines for children.
- Children, including those who have special educational needs (SEN) and/or disabilities, make good progress. Where gaps in development are identified, staff work well in partnership with other professionals to give the extra support required.
- Staff offer children excellent opportunities to learn how to be healthy. For example, children sort foods and recognise that some foods are not good for them. They enjoy activities, such as planting vegetables, fruits and herbs, which help them to develop positive attitudes towards healthy foods.
- Managers help staff to develop their professional knowledge and skills. This includes providing support and opportunities for staff to gain qualifications.

It is not yet outstanding because:

- While teaching is good, there are some minor inconsistencies in practice that are hindering the highest levels of teaching and learning being achieved.
- Children who speak English as an additional language do not have a wide range of opportunities to see their home language represented in the environment.

What the setting needs to do to improve further

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

- develop further the teaching strategies used by the staff team to ensure a more consistent approach and raise children's learning to an even higher level
- strengthen opportunities for children to see their home languages represented in the setting.

Inspection activities

- The inspector observed activities inside and outdoors.
- 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 the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation of children's learning and staff practice with the manager.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and the staff team display a good understanding of how to recognise if a child's welfare is at risk and know the procedures to follow in the event of a concern. Robust procedures are followed to ensure the suitability of staff employed. Managers actively assess the effectiveness of the provision. This includes reviewing children's ongoing progress, staff practice and listening to the views of parents. They identify areas for improvement and plan appropriate action to support children's outcomes. For example, the managers have planned focused training to help staff recognise spontaneous teaching and learning opportunities. Managers analyse the progress made by groups of children to ensure all children make good progress. This recently resulted in changes which improved the outcomes for two-year-olds.

Quality of teaching, learning and assessment is good

Staff skilfully support the development of children's language skills. For example, they model vocabulary and promote an enjoyment of language using songs and rhymes. Staff provide personalised learning opportunities for children, based on their individual needs and interests. For instance, when children like playing with trains, staff use this to extend their learning even further. Staff lay the foundations well for children's future learning. This includes frequently bringing counting into activities to help the children to become familiar with numbers. Staff help children recognise differences between themselves and others. For example, children share family photographs. Children learn about the wider world they live in through activities, such as looking at a vast range of world celebrations.

Personal development, behaviour and welfare are outstanding

Highly effective settling-in procedures are implemented, which helps children to form very strong bonds quickly with staff. All children demonstrate high levels of confidence and security in the setting. Staff support children superbly to develop their independence skills. For instance, very young children find their own coats. Staff encourage the development of social skills and all children behave exceptionally well. For example, two-year-old children help their friends when they fall over and happily share their toys. Staff support children very well to cope with changes, such as moving from the baby room to the toddler room. Children quickly and confidently adapt to the new space.

Outcomes for children are good

Two-year-old children read their favourite stories independently and eagerly recite familiar lines. They demonstrate an enjoyment of books. Babies eagerly explore. They solve problems and work out what resources do and test them out. Babies also enjoy activities to help strengthen their hand muscles. For example, they squeeze soft sponges. Toddlers explore marks when they realise they have made footprints on the carpet. This helps to support their early literacy skills. Children eagerly tackle physical challenges. For example, babies eagerly show off their developing walking skills and toddlers attempt resources such as beams where they perfect their balancing skills.

Setting details

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| Unique reference number | EY363619 |
| Local authority | West Sussex |
| Inspection number | 1070930 |
| 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 | 0 - 3 |
| Total number of places | 21 |
| Number of children on roll | 42 |
| Name of registered person | Horsham Nursery School Governing Body |
| Registered person unique reference number | RP907706 |
| Date of previous inspection | 14 August 2014 |
| Telephone number | 01403 224444 |

Horsham Under 3's is based at Horsham Nursery School Children and Family Centre and registered in 2008. It is run by the governing body of Horsham Nursery School under the umbrella of West Sussex County Council. Day care provision for children aged under three years is open each weekday from 8am to 6pm, for 51 weeks of the year. The provider receives funding for the provision of free early education for two-year-old children. There are 15 members of staff, 10 of whom hold a recognised childcare qualification at level 3 or above.

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