

# Albourne Under Fives

Albourne Village Hall, The Street, Hassocks, BN6 9DL



<b>Inspection date</b>	13 June 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 managers create a very positive atmosphere where staff, parents and children feel valued and supported. They lead their hard-working, well-qualified staff successfully and together they continue to develop the provision. They reflect closely on practice and make continual improvements to maintain children's good outcomes.
- Staff support children's communication skills successfully. They encourage plenty of conversation about children's interests, home lives and views. Staff model clear and age-appropriate language and introduce new words for children to learn.
- Partnerships with parents are strong. The managers encourage regular communication and involve parents in all aspects of their children's learning. They value parents' contributions highly and regularly discuss children's interests and next steps.
- The caring managers and staff spend plenty of time playing with children in a positive way. They build strong bonds with the children, who are very happy, settled and secure. The inclusive and nurturing environment supports children's emotional well-being successfully. Children are confident and make good progress in their learning.

### It is not yet outstanding because:

- Some staff do not give children enough time to think and respond to the questions they ask before offering their own suggestions.
- Staff do not consistently assess children's starting points precisely to help monitor their progress from the very beginning and spot any gaps in learning immediately.

## What the setting needs to do to improve further

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

- enhance the use of questioning, to consistently support children's thinking skills to the highest levels
- assess children's starting points precisely to help monitor their progress closely from the beginning and spot any gaps in their learning quickly.

### Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the pre-school's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.

### Inspector

Ben Parsons

## Inspection findings

### Effectiveness of the leadership and management is good

The managers are ambitious and dedicated. They have high expectations for the children and work closely with staff to evaluate the effectiveness of the pre-school. They have recently developed children's outdoor learning experiences and introduced exciting new sessions to explore local wildlife, take positive risks and develop outdoor creative play. The managers monitor the development of groups of children closely to help quickly spot and address any differences. They give staff good support and guidance to help develop their practice and regularly get advice from local early years professionals. They have recently developed their planning and are now more flexible to react to children's current interests. Safeguarding is effective. All staff attend safeguarding training and have a thorough, up-to-date understanding of how to deal with any child protection concerns. They work together well to create a safe environment.

### Quality of teaching, learning and assessment is good

Staff know the children well and accurately record their learning and development. They plan successfully to motivate and engage children in a wide range of challenging experiences. For example, children very much enjoy learning about the life cycle of frogs. They eagerly observe tadpoles as they change and excitedly use books and resources to work out what might happen next in their transformation. Staff support children's ideas well and join in skilfully with their imaginary play. For example, as children take on the roles of family members and cook pretend meals, staff ask them what ingredients they might need. They then decide to make pretend cakes and children make up recipes.

### Personal development, behaviour and welfare are good

Children are very independent and happily manage their own learning, making easy decisions from the wide range of opportunities available. They are very active and develop strong physical skills. They confidently use challenging equipment in the local park and show good balance, coordination and strength. Staff are positive role models and gently remind children of their high expectations. Children behave well and develop strong social skills and friendships. They actively include others in their play, such as when asking their friends if they want a turn on the swings or slide.

### Outcomes for children are good

Children enjoy their learning and are willing to give things a go. They concentrate well, such as when painting, reading stories and developing their imaginary play. Children count confidently and compare sizes and colours as they eat their healthy snack. They express themselves confidently and communicate their needs and feelings with ease. Children are eager learners and quickly gain the skills needed for the next stage in their learning and for school.

## Setting details

<b>Unique reference number</b>	EY499991
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1054104
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Mrs Tina Ware And Mrs Eve Gerhold Partnership
<b>Registered person unique reference number</b>	RP906441
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07759876017

Albourne Under Fives registered in 2016. The pre-school is open between 9am and midday on Monday, Wednesday, Thursday and Friday, and between 9am and 1pm on Tuesday, during term time only. There are three members of staff, all of whom hold appropriate early years qualifications at level 3. The setting provides funded free early education for children aged two, three and four years.

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