

# Solid Rock Pre-School

Village Hall, Hollands Way, Warnham, Horsham, RH12 3RH



<b>Inspection date</b>	12 July 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

- Staff monitor individual children's progress carefully. They understand the developmental needs of the children well and plan ways to meet these that are closely suited to children's personal interests and preferences.
- Staff work in close partnership with parents. They keep parents informed of the progress children make and communicate well to enable the continuation of learning at home. Staff support parents greatly to help children develop personal skills and to ensure their well-being. For example, they ensure positive behaviour is promoted in the same way at home and in the setting.
- Children, including those who speak English as an additional language, make good progress from their starting points.
- Staff provide children with healthy experiences. For example, children have plenty of opportunities to be active. Children also develop positive attitudes towards healthy food. For example, they choose healthy snacks from a selection of different options.
- Managers support staff attentively to develop their professional knowledge and skills. This includes by helping them to gain qualifications.

### It is not yet outstanding because:

- At times, the organisation of the routine leads to periods when staff do not promote learning with the children.
- Managers do not consistently build on assessment to check the way different groups of children progress, in order to ensure they better meet all children's learning needs.

## What the setting needs to do to improve further

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

- adapt daily routines to maximise learning opportunities
- enhance further the procedures for monitoring children's progress to assess how the needs of different groups of children are met.

### 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, staff 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 work effectively with staff to ensure everyone clearly understands how to recognise when a child's welfare is at risk. Staff know what to do if they have a safeguarding concern. Managers and staff work as a close team to meet children's needs. Managers involve staff greatly when considering ways to improve the outcomes for children. For example, they have recently listened to staff and used their ideas to enhance learning in the baby area. Through looking at the progress individual children have made, they have taken action to improve the provision in areas where children were seen to make less progress. For example, staff are now planning more activities to help children find out about the world around them.

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

Staff use great teaching skills. They consistently act to extend children's learning after listening to children's initial ideas well. For example, when children show interest in magnets, staff move their exploration on to help them find out what materials stick to the magnets. Staff successfully apply techniques, including using well-worded questions to help children consider their own thoughts. Staff support the development of communication and language very well. They use a range of techniques, including offering children and babies who are not vocal opportunities to communicate and understand. Staff provide children with opportunities to understand how differences exist between them. For example, they compare their appearances with those of their friends.

### Personal development, behaviour and welfare are good

Staff form strong relationships with the children. Children feel safe and secure. They quickly develop confidence and social skills after they start. Staff ensure children are well prepared for when they move on to other settings, such as school. For instance, they work in partnership with the local school to ensure children become familiar with the routines and techniques the teachers use. Staff show skill in helping children learn to understand, manage and express their feelings. They promote positive behaviour very well and teach children important values, including the right to give an opinion.

### Outcomes for children are good

Children enjoy learning. They frequently become engrossed in activities and work out how to solve problems. For example, children test out a range of their own suggestions for how they can rescue toys from inside blocks of ice. Toddlers explore the environment happily and develop physical skills as they tackle challenges, including using stepping stones or moving ride-on cars. Children learn useful skills for their future learning. Older children learn that text carries meaning and find out about how books can be used. For example, they find bugs and identify these using books. Children use mathematics frequently in their play. They count objects and talk about numbers. Children and toddlers enjoy making marks in a variety of ways. Older children talk to staff about what their marks represent. They develop good early writing skills.

## Setting details

<b>Unique reference number</b>	EY548075
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1110065
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Gavin Paul Turfrey
<b>Registered person unique reference number</b>	RP905880
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07488282454

Solid Rock Pre-School registered in 2017. It operates from Warnham Village Hall, in Warnham, West Sussex. The pre-school is open between 7.30am and 6pm each weekday, during term time only. The provider also has an after-school club for children from the local school. The provider employs seven members of staff, four of whom hold qualifications at level 3 and one at level 2. The provider is in receipt of funding to offer free early education for two-, three- and four-year-old children.

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