

St. Mary's Pre-School

20 Denne Road, Horsham, West Sussex RH12 1JF



Inspection date	24 September 2018
Previous inspection date	14 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The ambitious managers work alongside their staff team daily and act as good role models. They regularly gain the views of children, parents and staff in their self-evaluation. This helps them to focus on their strengths and areas of development and drive improvement.
- Children's mathematical knowledge is well supported, both indoors and outdoors. For example, children enjoy exploring size and number as they measure conkers from biggest to smallest and then count them.
- Staff offer children exceptional opportunities to learn about other cultures and the world around them. For instance, staff have developed a partnership with a twin school in Kenya. Children enjoy opportunities to share stories, songs and rhymes through parcels and video links.
- There are strong relationships with parents. Parents speak highly of the warm and welcoming staff. They praise the good communication they receive about their children's learning and how well they are prepared for school.

It is not yet outstanding because:

- Whilst staff talk to children constantly, they do not always give children time to consider their thoughts and responses to questions they have been asked.
- Sometimes, staff miss opportunities to stretch and challenge older children to further develop their problem-solving skills.

What the setting needs to do to improve further

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

- enhance the teaching skills of all staff to give children time to consider and develop their ideas and thoughts in response to questions.
- extend opportunities within activities to stretch and challenge older children to further develop their problem-solving skills.

Inspection activities

- The inspector observed the quality of teaching, both indoors and outdoors, and the impact that this has on children's learning.
- The inspector completed a joint observation with one of the managers.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector spoke with parents and took account of their views.
- The inspector met with the managers to look at a range of documentation, including policies, staff records, self-evaluation, recruitment and training and safeguarding procedures.

Inspector

Nicola Edwards

Inspection findings

Effectiveness of leadership and management is good

The managers are passionate about improving outcomes for children. There are robust systems for recruitment and induction in place. Staff are offered a wide and varied range of ongoing staff training to develop their practice. Staff meetings are used to reflect on their practice and identify professional development opportunities. For instance, since their last inspection, the pre-school have attended Forest School training and developed their own outside area. They have a strong understanding of the statutory requirements and Early Years Foundation Stage. Safeguarding is effective. All staff know their roles and responsibilities and know how to report concerns that a child may be at risk of abuse.

Quality of teaching, learning and assessment is good

Staff keep detailed records of children's learning and development, which parents regularly contribute to. They use their observations and assessments to plan appropriate next steps for each child's individual needs. Children are offered a wide range of opportunities to learn about nature. For example, they carefully move logs and explore woodland with staff to identify bugs and learn their names. Children enjoy developing control of their bodies, both indoors and outdoors. For instance, children concentrate carefully as they pick up pieces of pasta using pincers and place them in pots. In the forest school, children climb onto tree stumps before carefully jumping to the ground and climb low trees with staff.

Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary. Staff are consistent at managing behaviour and clearly communicate boundaries and expectations. Children develop exceptional social skills. They share and take turns without prompting and are incredibly kind to one another. For instance, they immediately offer to share their pens to draw on conkers when their friends join them in the forest school. Staff support children's emotional needs extremely well. For example, they have developed a slideshow for children to watch at home to introduce them to the nursery and their routine. Children settle into the pre-school very quickly. The pre-school has developed strong partnerships with the local community. For instance, children regularly visit the local residential home where they share stories, songs and games with the elderly. Children with special educational needs and/or additional needs are offered excellent support. The nursery has developed strong partnerships with local agencies. This means that additional help is effectively put in place when parents or staff identify delays or concerns about a child's development.

Outcomes for children are good

Children are happy and confident. All children make good progress from their starting points, including those who have special educational needs and/or additional needs. Children are well prepared for their transitions to school. Young children have good listening skills and concentrate well on tasks. Older children learn to recognise their names, for instance, at mealtimes they find their names before sitting at the table.

Setting details

Unique reference number	EY387285
Local authority	West Sussex
Inspection number	10060453
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	32
Number of children on roll	50
Name of registered person	Horsham Parochial Church Council
Registered person unique reference number	RP528696
Date of previous inspection	14 April 2015
Telephone number	01403 250223

St. Mary's Nursery registered in 2008. It operates from the Girl Guide Headquarters in Horsham, West Sussex. The nursery is open during term time from 8.30am to 3.30pm, Monday to Thursday, and from 8.30am to 12.30pm on Friday. Sessions run from 8.30am to 11.30am and 12.30pm to 3.30pm, with a lunch club from 11.30am to 12.30pm. There are 11 staff. Of these, nine hold an appropriate early years qualification. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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