

Horley Row Community Pre-School



St. Wilfrids Church Hall, Horley Row, Horley, Surrey RH6 8DF

Inspection date	3 October 2018
Previous inspection date	27 January 2016

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 manager and staff provide a range of interesting activities for children to explore and use different materials. For example, children sort different coloured, textured and sized pompom balls and use their senses to discover how the different textures feel.
- The manager identifies any gaps in children's learning and works effectively with parents and other professionals to implement a development plan to help close these for each child.
- Children learn to be extremely kind and thoughtful. They develop excellent attachments, both to staff and each other.
- The manager and staff support children's developing independence very well. Children enjoy performing small tasks on their own, such as choosing their own snack and pouring their own drinks.
- The manager and staff support children's emotional well-being exceedingly well. They provide an extremely warm and nurturing environment where children's views are valued and respected.
- Children are encouraged to choose activities for themselves and are very well supported by the manager and staff to learn skills that will help them in the future. All children make good progress in their learning.
- The manager keeps herself and staff up to date with new guidelines and practice effectively.

It is not yet outstanding because:

- At times, the manager and staff do not make full use of daily routines, such as during transition to lunch, to challenge the children further.
- The manager and staff do not consistently provide children with opportunities to strengthen their understanding of technology and how things work, although have identified ways to focus their support for this.

What the setting needs to do to improve further

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

- enhance the organisation and deployment of staff during daily routine transitions to keep children engaged and challenged
- improve the opportunities for children to develop an understanding of technology.

Inspection activities

- The inspector viewed the premises and sampled documentation.
- The inspector observed the manager and staff interacting with children.
- The inspector interviewed the manager and carried out a joint observation of an activity with the manager.
- The inspector spoke to children and observed their activities.
- The inspector spoke to parents and took account of their verbal and written views.

Inspector
Susan Allen

Inspection findings

Effectiveness of leadership and management is good

The manager and staff know what to do and who to contact if they have a concern about children's welfare. Safeguarding is effective. The manager and staff have a good relationship with parents and other agencies, including school staff, and share children's information well. The manager conducts staff supervisions effectively. She supports staff and identifies strengths and areas for improvement and provides them with the appropriate support to develop further. For instance, after attending training staff are more aware of how to support children to learn mathematics in the outside area. The manager seeks the views of parents, staff and children regularly to help improve the setting. For example, she has changed the entrance to make it easier for parents and children to access the setting. Since the last inspection, the manager has extended the monitoring of the progress that individual and groups of children make, to target support so all children make consistently high rates of progress.

Quality of teaching, learning and assessment is good

Staff know the children well and cater for their individual needs. For example, staff support children's understanding of mathematics well. They encourage younger children to count and name different shapes and colours, and older children learn to estimate. Staff effectively support children's early writing skills. Children make marks on a large whiteboard, enjoy making patterns in paint, exploring sand and glue as it drips off a glue stick. Children learn how seasons change and conkers fall in a spiky shell before the seed appears as a shiny conker. They have lots of opportunities to learn about the natural world. Children learn about diversity and disabilities well. For example, they learn that Sukkot is a seasonal Jewish festival.

Personal development, behaviour and welfare are outstanding

The manager and staff have excellent relationships with the children. Staff cuddle and hug them. They praise children and build on their developing self-esteem exceptionally well. Children are very happy in the safe and welcoming environment. The manager and staff teach children about safety exceptionally well. For example, children know how to cut fruit and use a knife safely. They learn to cross a road and know to stand away from the kerb, and learn how to sit properly on a chair to avoid accidents. They learn what to do in an emergency and know how and when to dial 999. Children learn about their bodies and how they work. For instance, they discuss how people with glasses may not be able to see properly and understand how some children may have special needs. The manager and staff are exemplary role models and children's conduct is excellent.

Outcomes for children are good

Children make good progress from their starting points. They have lots of opportunities to extend their social skills, and learn about the community around them very effectively. For example, they go to the theatre, the farm, and have visits from the local fire and paramedic teams. Children develop their physical skills well. For example, children play on scooters and balance on blocks in the outside area. Children learn how to keep themselves safe exceptionally well. They learn to share, take turns and play together well.

Setting details

Unique reference number	122703
Local authority	Surrey
Inspection number	10066290
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary 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	37
Name of registered person	Horley Row Community Pre-School Committee
Registered person unique reference number	RP518167
Date of previous inspection	27 January 2016
Telephone number	07784499403 (in session time) or 01293783259 (out of hours)

Horley Row Pre-School registered in 1993. It is located in Horley, Surrey. The pre-school is open from 8am to 3.30pm on Monday, Wednesday, Thursday and Friday, during term time only. There are 14 staff; of these, one holds qualified teacher status, one holds an early years qualification at level 5 and five hold early years qualifications at level 3. The pre-school receives funding to provide free early education for children aged three and four years.

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