

# Camelsdale Preschool CIO

Church Hall, School Road, HASLEMERE, Surrey GU27 3RN



<b>Inspection date</b>	24 January 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The staff provide a very welcoming, safe and secure learning environment enhanced with high-quality, stimulating resources. Staff create innovative displays which creatively support children's learning and provide a wealth of helpful information for parents. For example, the book corner was turned into a woodland with characters from familiar texts to nurture children's interest in books.
- The highly effective management team regularly reviews the quality of the provision. They meticulously analyse information about children's achievements to identify any weaknesses in their learning. The manager's exceptionally strong monitoring of the educational programme identifies any gaps in learning early and staff swiftly address these so children quickly catch up.
- Observation, planning and assessment processes are particularly rigorous. Staff see every moment as a potential learning opportunity and make the very best use of these to enhance children's potential to gain further skills and knowledge. For example, when working at the art easel, staff ask the children thought-provoking questions about their use of colour, shape and form.
- Children make significant progress in all areas of learning. They show increasingly high levels of independence, confidence and self-esteem. Children of all ages rapidly develop the skills and attitudes to support their future learning.
- Staff are ambitious and fully committed to developing their practice. They are enthusiastic and keen to learn new skills and knowledge to ensure they are providing excellent learning opportunities for children.
- Staff use a wide range of successful strategies to ensure parents are fully informed and involved in their child's learning. Parents are highly complimentary about the setting.
- Staff are excellent role models and set high behavioural expectations. Children behave superbly well and are extremely polite and respectful to each other. Children quickly form strong relationships with the staff.

## What the setting needs to do to improve further

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

- continue to extend the excellent learning opportunities for children to develop their literacy skills.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the manager and trustees and spoke with children and staff at appropriate times throughout the inspection.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.
- The inspector looked at a range of documentation, including assessment and planning records, policies and documentation linked to the monitoring of children's progress.

### Inspector

Amanda Harrison

## Inspection findings

### Effectiveness of leadership and management is outstanding

The manager leads a very strong and well-qualified team. Staff are highly skilled at planning activities that ignite children's curiosity and imagination. For example, they actively involve parents in the planning process so that they can develop the children's passions and interests. The manager makes accurate observations and evaluations of staff practice which leads to successful professional development. For example, staff have regular access to training that will help to extend their knowledge and acquire new skills to improve outcomes for children. Safeguarding is effective. All staff have an excellent knowledge and understanding of safeguarding procedures and this underpins everything they do.

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

Staff have an excellent knowledge of what children know and can do and support them highly effectively to meet their full potential. They constantly plan activities to challenge and extend children's learning. Staff use thought-provoking questions to successfully encourage children to think and work out their own ways of doing things. They involve children in meaningful discussions that inspire them to share their ideas and experiences. For example, staff engage children in lively conversations during snack time, discussing routines and mealtimes at home. Activities are extremely well delivered to promote children's enthusiasm for learning. For example, children delight in investigating ice and how it melts and what happens when you drop it. Staff make exceptional use of this activity to help children to learn to work together. Excellent systems are in place to assess, monitor and track children's progress. Staff use the knowledge gained extremely effectively to rapidly close any gaps in children's learning. Mathematics is a strong focus within the setting, however, at times opportunities can be missed with older children to enhance the development of literacy skills.

### Personal development, behaviour and welfare are outstanding

Children's social and emotional development are given the highest priority. Staff are extremely effective in promoting children's growing understanding of how to keep themselves safe and healthy. Children are given abundant opportunities to develop their physical and coordination skills. For example, they explore how to build obstacle courses using crates and planks and then negotiate how to balance and walk successfully around the course. Staff respond to children extremely well. They effectively raise their self-esteem, listen to what they have to say, follow their ideas and provide excellent guidance. Children's behaviour is exemplary.

### Outcomes for children are outstanding

Children are highly motivated learners with excellent communication skills. Older children enthusiastically ask questions and listen and share ideas well. For example, they work in pairs to find out how to clear the memory on the robot before inputting new instructions to move along the number line. Children eagerly talk about their inspiring experiences, such as exploring the woods as part of their forest schooling. All children make excellent progress from their individual starting points and are exceptionally well prepared for their next stages in learning and eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY541584
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10089509
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Camelsdale Preschool CIO
<b>Registered person unique reference number</b>	RP541583
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01428 643495

Camelsdale Preschool CIO registered in 1992 and re-registered in 2016. The pre-school opens five days a week during school term times. Sessions are from 9am until 12pm, Monday and Friday, and from 9am to 3pm Tuesday, Wednesday and Thursday. The pre-school is in receipt of funding for free early education for children aged two, three and four years. The pre-school employs nine members of staff, of whom three hold appropriate early years qualifications at level 3 and one at level 6.

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