

Colgate Pre-School

Colgate Memorial Hall, Blackhouse Road, Colgate, Horsham, West Sussex
RH13 6HS



Inspection date	10 May 2019
Previous inspection date	14 April 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
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 highly qualified and experienced management team is inspirational in its approach towards providing the highest quality care and education. Together with the staff team, they develop a culture of self-reflection to continually strive for ongoing improvement. The management team values the commitment and total dedication of each member of staff.
- The quality of teaching and support for children is exceptional. Children make excellent progress from their starting points. Staff create a wonderful sense of excitement and successfully inspire children in their individual learning.
- Partnerships with parents are extremely well established. Staff work closely with parents and offer them excellent support and advice. They involve parents fully in all aspects of their children's learning. Parents are very complimentary about the pre-school and the excellent progress their children make.
- Support for children with special educational needs and/or disabilities is exceptional. Managers demonstrate an excellent commitment to working with early years professionals and other agencies, to support children who require additional help. This has contributed to the rapid progress all children make.
- Staff make optimal use of the community. For example, children invite local residents to participate in woodland activities, such as making hot chocolate drinks and pancakes on a fire pit. This helps to extend children's understanding of people within their community.
- Staff provide children with a nurturing environment where they develop superb relationships with their peers. Children are extremely happy and confident individuals.

What the setting needs to do to improve further

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

- continue to build on staff's professional development and help them share skills and expertise, to maintain and further build on the excellent quality of teaching.

Inspection activities

- The inspector observed the quality of teaching both indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector met with the manager to sample a range of documents, including staff suitability, safeguarding procedures and children's development records.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector spoke to several parents and took account of their views.

Inspector

Janet Thouless

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding arrangements are effective. Staff clearly understand their role in keeping children safe and have an exceptional knowledge of what they would do if they had any concerns about a child's well-being. The management team has robust procedures for recruitment, induction and training to ensure the ongoing suitability of staff. Performance management procedures are extremely robust. Precisely targeted professional development builds on staff's excellent knowledge and skills. The manager shares a wealth of experience and knowledge gained from ongoing training and research with her staff team. Further plans are in place to improve staff's professional development to an even higher level. Management monitors the provision exceptionally well through the collection of data. They analyse this to make highly effective plans to target specific areas for even further development. For example, staff have placed a strong focus on supporting children's listening and responding skills in readiness for school. Funding is used extremely well to support children who need additional help with their learning. This has contributed towards the rapid progress that all children make.

Quality of teaching, learning and assessment is outstanding

Staff plan exciting activities that capture children's curiosity and support them to become self-motivated and inquisitive learners. Staff interact with children exceptionally well and follow their interests to extend and enrich learning. For example, children enjoyed creating a tea party in pretend play. Staff extended this well with an extensive range of creative play items and introduced imaginative language to build further on children's vocabulary. Young children develop impressive communication and language skills. For example, they excitedly describe the colours seen as they blow bubbles into the air. Children constantly challenge themselves in their own learning. For instance, they explore textures when mixing sand and oil together in sensory play.

Personal development, behaviour and welfare are outstanding

Children develop exceptionally secure relationships with their key person. They are extremely happy, confident and enthusiastic learners. Staff provide a calm environment where children have uninterrupted time to be creative, explore and investigate. Children develop an excellent understanding of technology. For instance, they delight in learning about how new resources work. Children talk energetically with their friends about their own experiences. For example, they help each other to complete educational programmes on a tablet, such as placing cheese into a blender. This develops hand-to-eye coordination and shows determination to gain new skills. Children are extremely well supported to develop physical skills and be active. For example, they demonstrate high levels of self-control as they climb fallen trees and explore muddy puddles on walks.

Outcomes for children are outstanding

All children make rapid progress from their starting points and are extremely well prepared for their next stage in learning and move to school. Older children gain excellent early reading and writing skills. They confidently write words and simple sentences, and learn the sounds that letters represent. Younger children show high levels of independence as they chop and slice fruits, and pour drinks at snack time.

Setting details

Unique reference number	113443
Local authority	West Sussex
Inspection number	10104184
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	38
Number of children on roll	46
Name of registered person	Colgate Playgroup Committee
Registered person unique reference number	RP522708
Date of previous inspection	14 April 2015
Telephone number	01293 851606

Colgate Pre-School registered in 1992 and operates from the village hall in Colgate, West Sussex. The pre-school is open five days a week from 9am to 3pm, during term time only. Tuesday morning sessions offer forest school activities. The setting receives funding for two-, three- and four-year-olds. The manager and deputy hold degrees in early childcare and education, and other staff hold appropriate early years qualifications.

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