

# Loxwood Pre-School

School Field, Badgers Way, Nicholsfield, Loxwood, West Sussex RH14 0TJ



<b>Inspection date</b>	5 June 2019
Previous inspection date	14 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	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 manager and the staff are extremely passionate and dedicated towards their roles and responsibilities. Together they form a formidable team, with a firm ethos and inclusive culture for the pre-school.
- Children excitedly explore the highly stimulating learning environments. They have an abundance of enthralling activities and resources to support their emerging likes and interests.
- Partnerships with parents are excellent. They are fully involved in all aspects of their children's learning and development. Parents also actively engage in everyday opportunities to build on children's wider social skills. For instance, they take part in 'secret story teller' and are greeted ecstatically by the children.
- Children are settled and enthralled learners. Staff prioritise children's emotional well-being as an integral part of supporting their development. Children have exceptionally strong bonds with all staff members and are building important friendships and rich opportunities to help them to gain imperative interpersonal skills.
- Children make substantial progress, including some who are exceeding their age and stage of development. Children who are funded or those with special educational needs and/or disabilities (SEND) are monitored extremely closely to ensure that gaps in their attainment are swiftly identified. Staff hold an excellent knowledge of each and every child and their own abilities to help inform the next steps for their future learning.
- Self-evaluation is diligently used. Staff, children and parents are a large part of this success and the drive to improve, strengthen and identify further areas to keep outstanding levels at all times within the pre-school.

## What the setting needs to do to improve further

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

- continue to provide children with even more outstanding opportunities to play and explore with natural resources and activities, to build on their already high levels of curiosity in the world around them.

### Inspection activities

- The inspector toured the pre-school and discussed the manager's use of self-evaluation and the current areas identified for improvement.
- The inspector spoke to the staff and children at appropriate times throughout the inspection. The inspector also spoke to parents and took their views and comments into account.
- The inspector sampled a range of documentation, including suitability checks, staff qualifications, policies and procedures and children's developmental records.
- The inspector discussed the arrangements for safeguarding of children at the pre-school, including staff knowledge and reporting procedures.
- The inspector observed the teaching and learning opportunities for children indoors and outdoors, and the impact this has on their learning and development. The inspector also carried out a joint observation with the manager.

### Inspector

Gwen Andrews

## Inspection findings

### Effectiveness of leadership and management is outstanding

The manager and the staff team are ambitious and commendably reflective. For instance, they are continuously seeking additional ways of building on children's learning, to help them to explore with more natural resources and activities. This provides excellent opportunities to help children to build on their delightful curiosity in the wider world around them. Safeguarding is effective. Staff are highly vigilant of protecting the children in their care. They are highly trained and confident in how they would identify potential signs of abuse and the procedures they would use to report any concerns for the welfare of children. The professional development and supervision of the team is planned precisely and targeted to help staff to continuously raise their knowledge and understanding to outstanding levels. Partnerships with other professionals are tirelessly explored and all information is shared to provide children with optimal support for their future progress.

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

Staff are well qualified and very experienced. They hold an excellent knowledge of how to support and encourage children's learning and progress. Their observations are completed methodically and are highly responsive to children's changing abilities. Staff impressively encourage and challenge children's mathematical awareness in their play. For example, they explore items that are 'heavier' or 'lighter' in the sandpit and use their own problem-solving skills to work out how to use different sized tyres to help them to reach the pole on the climbing frame. Staff use noteworthy levels of initiative in their questioning techniques, to extend children's communication and language skills.

### Personal development, behaviour and welfare are outstanding

Children delight in playing indoors and outdoors. Staff place an admirable amount of time and effort into planning and providing superb opportunities in both areas, to spark and inspire children's learning. Staff are excellent role models and children's behaviour is outstanding. They display an impressive understanding of how to work together and to respect the feelings and needs of others. Children are exploring with simple elements of risk to build on their self-awareness. They learn about staying safe on their outings in the community and building dens with branches in their forest school sessions. Children are physically active and take part in first-rate discussions and activities to help them to learn about making healthy choices to support their growth and development.

### Outcomes for children are outstanding

All children make progress, with some exceeding their age and stage of development from their captured starting points. This includes those who receive additional funding or those with SEND. Children are notably confident and independent. They display an extraordinary determination in trying to do things for themselves and a perseverance in completing tasks. Children are exploring with exciting opportunities to build on their increasing literacy skills as they trace patterns and recognise letters and corresponding sounds during circle time. Children are gaining the important skills they require for the next stages in their learning and to help them to make the move on to school.

## Setting details

<b>Unique reference number</b>	113592
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10104192
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	17
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Loxwood Pre-School Committee
<b>Registered person unique reference number</b>	RP523222
<b>Date of previous inspection</b>	14 January 2015
<b>Telephone number</b>	01403 753284 or 01403 823824

Loxwood Pre-School was registered in 1980 and is run by a voluntary committee of parents. It operates from a self-contained building set in the grounds of Loxwood Primary School, in Nicholsfield, Loxwood, in West Sussex. The pre-school is open each weekday during term time only. Sessions are from 9am to 1pm. Additional sessions run on a Monday, Tuesday and Friday from 1pm to 3pm for three-year-old children. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are four members of staff who work directly with the children. Of these, one staff member holds a level 6 early years qualification, two staff members hold level 4 early years qualifications and one staff member holds a level 3 early years qualification.

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