

Inspection of Horley Community Preschool

Strawson Hall, Albert Road, HORLEY, Surrey RH6 7HZ

Inspection date: 30 September 2021

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are warmly welcomed into this exceptional pre-school. Children thoroughly enjoy exploring the carefully planned environment in an unhurried atmosphere. They make independent choices from highly motivating activities that capture their curiosity for learning. Experiences are continually evolving, both indoors and in the inviting garden. Children are completely involved in play and learning. They consistently smile and laugh together. Through the skilful interactions of staff, who often use stories as a prompt, they quickly learn new things and make links to previous experiences. For example, children listen intently to the 'Owl Babies' story. They learn new vocabulary as they practise 'swooping' with the owl props. Children think carefully about how they can make a birds nest soft enough to hold eggs without breaking them. They wonder at the different feathers and decide which birds they came from.

Children's exemplary behaviour and enthusiasm for learning show that they feel safe and secure; they play together extremely well. The older children encourage the youngest to persevere and praise each other's achievements enthusiastically. Children are impressively self-sufficient and keen to do things for themselves. For example, when they arrive, even the youngest children find their names to put on a tray to store their pre-school library book.

What does the early years setting do well and what does it need to do better?

- Staff are especially caring towards the children, creating an extremely nurturing environment. New children settle remarkably quickly. They form strong bonds with staff, who show a genuine interest in their well-being. Children follow the respectful behaviour modelled by staff and are consistently kind and helpful to each other.
- Managers and staff build impressive, effective relationships with parents. They get to know them and the children very well indeed. Parents are supported to socialise and build support networks. Managers and staff fully engage parents in their children's learning and keep them updated about progress. For example, they send learning packs home, such as pens to help writing. They hold workshops on topics such as internet safety and healthy eating. Parents are encouraged to join the children's outings, such as to the farm to pick pumpkins. This strong partnership helps to raise outcomes for children to the highest level.
- Managers and staff take time to get to know each child's individual learning needs extremely well. Accurate and detailed assessments help to ensure that children who need additional support are easily identified and have their needs fully met. Managers greatly expand children's learning opportunities, taking them to the theatre, for example. They meet other people as they go on regular bus trips. All children make the best possible progress. Children who are

disadvantaged make particularly impressive strides in their development.

- Staff skilfully adapt activities to make use of children's immediate interests, to promote their learning. For example, when a child noticed a pebble was round like the letter in his name, staff provided magnetic letters for him to sort. He excitedly found more letters for his name and learned the sounds they make.
- Children are enthralled to explore the extensive outdoor environment. They learn about the world around them. For example, children are captivated by the creatures they find under logs. They eagerly match them to their recording charts and look them up in books. They use magnifying boxes to watch and learn how worms move.
- Managers and staff focus extremely well on developing children's speech and literacy skills. They frequently use enjoyable songs, rhymes and stories to engage children. Children learn from their clear speech and the repetition of sounds. They join in familiar phrases. For example, when staff clap and chant a question, 'Are we listening?' the children happily reply, 'Yes we are.' Children show great confidence as they talk happily about their activities.
- Managers have established a wide-ranging system to support staff in further developing their knowledge and skills. The knowledgeable managers consistently work alongside staff to share their vision and expertise. Staff are encouraged to increase their early years qualifications and study educational research. This helps to give staff a broad understanding of how children learn and develop. This has an extremely positive impact on children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are prioritised in the pre-school. Staff ensure the environment is safe and help children to manage risks. Regular training and reflection on practice ensure that staff's knowledge and understanding are up to date. They are confident in identifying signs that may indicate a child is at risk of harm. They know the professionals to speak to for advice. Staff use their strong relationships with parents to help them understand children's home lives and give timely support when needed. Managers fully check staff's suitability to work with children.

Setting details

Unique reference number	EY562255
Local authority	Surrey
Inspection number	10194237
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 3
Total number of places	20
Number of children on roll	25
Name of registered person	Horley Community Pre-School Partnership
Registered person unique reference number	RP904954
Telephone number	01293665091
Date of previous inspection	Not applicable

Information about this early years setting

Horley Community Preschool, in Horley, Surrey, registered in 2018. It operates from 9am to 3pm, Monday to Friday, term time only. The pre-school provides funded early education for two-, three- and four-year-old children. There are nine staff, seven of whom hold an early years qualification at level 3 or above.

Information about this inspection

Inspector

Sue Suleyman

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- Managers and the inspector completed a learning walk of all areas of the pre-school and discussed the curriculum.
- The inspector carried out a joint observation of a group activity with a manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact of this on children's learning.
- Children, staff and some parents spoke to the inspector during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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