

Inspection of Solid Rock Pre-School

Village Hall, Hollands Way, Warnham, Horsham RH12 3RH

Inspection date: 23 June 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

All children benefit from a rich learning environment that is wholly focused on the individual needs of children. Children have access to high-quality learning, both indoors and outside. Staff provide a thought-provoking curriculum, which they implement extremely well. This enables children of all abilities to achieve the best possible progress.

Young children demonstrate that they feel safe, secure, and very confident in their surroundings. They giggle with delight as they explore sensory experiences. They smile warmly at key staff as they make marks with paint, bounce balloons and catch bubbles. Children show huge enjoyment as they play together and develop their social skills in make-believe play. For example, they become captivated as they explore a variety of materials, such as fabrics to create a bear cave. When children question what a bear cave looks like, staff quickly support them in the use of technology to locate this information.

There is excellent support for children's growing independence. Children confidently request building with small bricks and delight in sharing that they had made a camera to take photos. Older children show great empathy towards each other as they take turns and share tricycles in outdoor play. They talk about the importance of listening to each other, demonstrating maturity and confidence in their abilities. Children's behaviour is exceptional.

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

- The manager is a knowledgeable and exceptional leader. She is highly skilled and has high expectations for all staff. She ensures they continually develop their skills and knowledge. She provides meaningful supervision, and this helps her to build strong relationships with her team. Staff share that they feel extremely well supported and respected. This contributes to the culture of mutual respect and a friendly atmosphere. The manager has recognised where some staff may need additional support and has put plans in place to strengthen the quality of teaching even further. The provider is proactive in supporting staff and apprentices in gaining professional childcare qualifications to develop a highly skilled workforce.
- Staff are acutely aware of the impact that the COVID-19 pandemic has had on children's learning and development. Upon children's return, staff gathered information from parents and made accurate assessments of what children know and can do with a focus on their personal, social, and emotional development and communication and language skills. This has allowed staff to focus on supporting the individual needs of each child to the highest level, with children making rapid progress.

- Staff interact with children exceptionally well. They use questioning very effectively to challenge their thinking and develop understanding. They observe children carefully and support them to maximise learning. They expand on activities such as favourite stories, following wherever children's imaginations take them. Staff support children extremely well in the use of new vocabulary, exploring words such as swishy-swashing and splash and splashing. This helps to support children's flourishing communication and language skills.
- There is exceptional support for children with special educational needs and/or disabilities. Staff quickly identify where children may need additional support and seek prompt help from other professionals. They are dedicated and work hard to implement agreed strategies and activities. This provides a consistent approach to inclusive care and support for all children.
- Staff place a strong emphasis on promoting and supporting inclusive practice. Staff organise a wealth of adult-led activities to support children who speak English as an additional language. Children confidently explore dual language books and access story boxes, where they listen to their favourite stories or rhymes in their own language. During Eid, parents share their cultural heritage by preparing a range of traditional meals and sweet boxes to share with children.
- Children bring their own packed lunch box to pre-school. Staff talk to children about the importance of being active, eating healthy, nutritious meals and good oral hygiene to maintain healthy lifestyles.
- Partnerships with parents are a key strength of the pre-school. Trusting and informative relationships are built with parents. Parents speak positively about the caring and helpful staff team. They state that they feel extremely well informed and enjoy supporting their children's learning at home. Staff provide information packs to support parents who are new to the pre-school, and translate these to support a range of differing cultures.

Safeguarding

The arrangements for safeguarding are effective.

The provider follows robust recruitment procedures to ensure staff caring for children are suitable. Staff have an excellent knowledge of child protection issues and the wider aspects of safeguarding. They understand their roles and responsibilities in safeguarding children and how to refer any concerns they may have about children or adults. This includes information on how to protect children from extreme views and behaviours. In addition, staff safeguard children further by respecting babies' and young children's privacy within nappy changing routines. Staff have recently completed behaviour management training to develop their knowledge and skills further. Staff complete regular risk assessments and minimise any hazards that arise. The pre-school is well organised, clean, and maintained to a high standard, indoor and outside.

Setting details

Unique reference number	EY548075
Local authority	West Sussex
Inspection number	10238465
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 at time of inspection	0 to 8
Total number of places	30
Number of children on roll	53
Name of registered person	Turfrey, Gavin Paul
Registered person unique reference number	RP905880
Telephone number	07488282454
Date of previous inspection	12 July 2018

Information about this early years setting

Solid Rock Pre-School registered in 2017 and operates from Warnham Village Hall, Warnham, West Sussex. The pre-school is open between 7.30 and 6pm each weekday, term time only. The provider also operates an after-school club for children from the local village school. The provider employs 11 staff, nine of whom hold qualifications at level 2 and 3 and one holds qualified teacher status. The provider is in receipt of funding to offer free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Thouless

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk and discussed how staff organise the early years curriculum to support children's learning.
- The manager and the inspector carried out a joint observation of an adult-led activity. The inspector also observed the quality of interactions between staff and children and assessed the impact on children's learning.
- The provider and the inspector met to discuss the leadership and management of the setting. The inspector looked at relevant documentation, including evidence of the suitability of staff working in the pre-school.
- Parents and staff spoke with the inspector to share their views on the provision. The inspector interacted with children at appropriate times 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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