

# Inspection of Amber Pre-School

Scout Hut, Amberley Road, Horsham, West Sussex RH12 4LN

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Inspection date: 14 March 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children separate from their parents without hesitation. They are greeted warmly by staff and enthusiastically engage in activities alongside their peers. The curriculum is ambitious for all children. It currently has a strong focus on developing children's social, emotional and independence skills. Children with special educational needs and/or disabilities, and those learning English as an additional language, are making good progress. Staff use strategies, such as visual aids, to support children's emerging language and communication. This builds on children's confidence and helps them to swiftly settle into the setting. Children enthusiastically find their pegs and hang up their belongings. They have a good understanding of the routines of the day, which helps to develop their confidence and independence in readiness for school.

Children are keen to explore the wide range of learning experiences on offer. For example, they roll and manipulate play dough and learn to identify shapes. Staff act as positive role models. They are quick to support children in making the right choices. For example, when children have a slight disagreement over tools in the construction area, staff sensitively talk to them about the benefits of working as a team. Children listen to staff and express delight when they succeed in constructing a tower together. Staff praise children for their achievements, which fosters their self-esteem.

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

- The manager and her staff team are passionate about the pre-school. They work together highly effectively and spend time reflecting on their practice and on the needs of the children. For example, they have introduced a quiet area where children can simply relax, play or read by themselves or with their friends.
- Staff benefit from ongoing professional development, including gaining further qualifications. Recent training has helped them reflect on further strategies to help children regulate their feelings and manage their behaviour. Staff comment they feel supported in their role and are confident to raise any issues or concerns should they need to.
- There are ample opportunities for children to develop their physical skills. Children excitedly run around the outdoor play spaces and delight in imaginary games. They confidently make their way over, climbing walls and zoom around on ride-on toys. Children learn how to take safe risks, such as jumping of apparatus with support from staff. They carry buckets of water across the garden, which helps to build on their stamina.
- Children benefit from a broad range of engaging activities. For instance, they take great pleasure in breaking up ice with a variety of tools. Staff introduce new words in context and engage children in discussion as they play. However, at

times, in their enthusiasm, some staff are a little directive. They do not always give children time to express their own thoughts and ideas, to help challenge and develop their thinking and problem-solving skills even further.

- Staff know children well and understand how to support their good progress. They seek immediate support from other professionals if they have any concerns about children's development. The manager uses additional funding highly effectively to ensure support is tailored to each child's specific needs.
- Staff support children's early literacy skills well. Children delight in singing songs and nursery rhymes. They show a love of books and snuggle up with staff to listen to their favourite stories. Children enjoy painting pictures and practise their writing skills during role play.
- There are strong partnerships with parents. Staff keep them well informed about their children's progress, such as through daily discussions, a digital app and parent meetings. Parents comment positively about pre-school. They say that staff support them and their children well.
- The manager's intent for children to become independent is implemented effectively. Children clear away toys when they finish playing. They independently take themselves to the toilet and wash their hands. Children enthusiastically help to set up the table for their snack and pour their own drinks. Children show good manners and use kind words, such as 'please' and 'thank you'. Staff foster this social time and encourage children to talk and learn about each other's home lives. This supports a sense of belonging at the setting.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## **What does the setting need to do to improve?**

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

- support staff to provide more consistent encouragement for children to express their thoughts and ideas, and enhance their thinking and problem-solving skills.

## Setting details

<b>Unique reference number</b>	113356
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10317302
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Amber Pre-School Committee
<b>Registered person unique reference number</b>	RP911554
<b>Telephone number</b>	01403 272173
<b>Date of previous inspection</b>	21 May 2018

## Information about this early years setting

Amber Pre-School registered in 1984 and is located in Horsham, West Sussex. It is open during term time only, Monday to Thursday from 9am to 2.45pm, and on Friday from 9am to midday. The pre-school provides funded early education for two-, three- and four-year-old children. It employs six members of staff, three of whom hold relevant qualifications at level 3 or above.

## Information about this inspection

### Inspector

Jane Franks

## 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 joined the inspector on a learning walk and talked about their curriculum and what they want their children to learn.
- The inspector observed the implementation of the curriculum during activities indoors and outdoors, and assessed the impact this has on children's learning.
- Parents shared their views through discussion and written comments during the inspection and the inspector took account of all feedback received.
- During the inspection, the inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- A joint observation was completed and discussed with the manager.
- The inspector spoke with staff and children at suitable times throughout 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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