

# The A House Pre School

Inspection report for early years provision

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EY442562

**Inspection date**

09/07/2012

**Inspector**

Sue Taylor

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

The A House Pre School registered in 2012. It is privately owned and originally registered in 2002, moving to the purpose-built premises in 2012. It is situated in a residential area of Hassocks, West Sussex. Children have access to an enclosed outdoor play area. The pre-school is open each weekday from 9am to 3pm, during school term time only.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children aged from two years to under eight years may attend the pre-school at any one time. There are currently 52 children aged from two on roll with some in part-time places. All children are in the early years age group.

The pre-school supports children who speak English as an additional language.

There are eight members of staff and of these, seven hold appropriate early years qualifications. The owner and manager holds Early Years Professional Status. The pre-school provides funded early education for three- and four-year-olds and some two-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children generally make exceedingly good progress in all aspects of their learning and development. This is because of the very high level of care and attention given to meeting their individual needs. Overall, excellent partnerships between the pre-school, parents and others help to provide consistent care and learning. The highly reflective evaluation processes demonstrate an excellent capacity to maintain continuous improvement. Children clearly benefit and thrive from attending the pre-school.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- strengthening effective partnership working where care is shared with other setting to improve consistency in care and learning for all children
- promoting health awareness further by talking to children about exercise, its effect on their bodies and the positive contribution it can make to their health.

## **The effectiveness of leadership and management of the early years provision**

There is a very strong awareness of safeguarding among the staff, all of whom receive regular training on child protection. The pre-school's collaborative working with relevant agencies to safeguard children is excellent. The thorough recruitment procedures, including a comprehensive induction process for new staff, help to safeguard children. All staff have current Criminal Record Bureau checks. The extremely good risk assessment identifies aspects to be checked regularly and these are duly recorded. The premises are exceptionally secure and safe whilst enabling children to have independence as they make enriching choices about their play and learning.

The pre-school's self-evaluation is excellent. The staff meet regularly to discuss a variety of issues, when clear development and action plans are devised. The plans are constantly evolving to include the ideas and views of others, including parents and children. As a result, the pre-school is extremely clear about what they do well and what needs to improve. The owner leads with much enthusiasm and energy that drives improvement and embeds ambition. The pre-school promotes equality and diversity extremely well. The staff fully value each child and carefully consider their individual needs. The pre-school reflects children's home languages in many ways, including in the environment, resources and through gathering information from parents. For example, they display numbers and colours in Spanish and German. Staff have a very secure knowledge of each child's background and needs. There is rigorous monitoring of children's achievements to identify and narrow any identified gaps.

The abundant resources and equipment are of excellent quality and condition. The staff enable children to make easy choices about their play, both indoors and outside. Children know they are able to take resources outside to extend their play, in addition to those already out. The highly effective deployment of the very knowledgeable staff supports children's learning as they play. The staff promote children's independence extremely well, balanced with appropriate support if the children need them. They are also skilled at offering suggestions for extending activities. The staff teach children to respect and value the environment. For example, children help tidy away and are involved in recycling and composting at the pre-school allotment.

There is a highly positive relationship with all parents and carers. Parents are extremely well-informed about the pre-school practices and are fully encouraged to contribute to their child's ongoing learning. Regular meetings with their child's key person help parents gain an excellent understanding of the progress their children are making. Parents and carers receive individual ideas on how to support this at home. They are able to take their child's learning record home to share with other family members, encouraging full involvement. Overall, the pre-school is very successful in establishing effective partnership working with others. This helps make a strong contribution to children's achievement and well-being. There are very good links with some settings and child carers where children's care and learning is shared. However, these are not fully in place for all children when the

need arises. The links with local schools support children's transitions extremely well.

## **The quality and standards of the early years provision and outcomes for children**

Children are making excellent progress in their learning, demonstrating outstanding development in the skills that will help them in the future. They are ably supported by the nurturing staff, who have a superb awareness of how children learn through play. By allowing the children to take the lead in most activities, the staff enable the children to play a dynamic role in their own learning. This helps provide continual challenges for children in an achievable and enjoyable way. For example, when staff and children build a pretend boat outside with the wooden blocks, this activity is fully extended. The children excitedly decide to get paper and pencils to create treasure maps. A child willingly collects up items from indoors for the children to have a play picnic on the boat. A group of children spend much sustained time and concentration decorating butterfly cut-outs for their jungle art display. Their artwork and models are on display, valuing children's efforts. The children love to use the outdoor musical instruments. Consequently, children's creative development and imaginative play is exceedingly well supported.

Children's use of numeracy and mathematical language as they play and learn is outstanding. They regularly count to high numbers or take part in matching and sorting activities. Children enthusiastically take part in measuring their height. This goes on the chart where they wrote their own name and height six weeks ago. They are then able to compare how tall they are now. There are different resources to encourage children's writing skills, such as white boards and painting easels both indoors and outside. The children absolutely love using the small clipboards; they use these to take the register, make up lists or write plans. Throughout the pre-school, the children show very high levels of independence, curiosity, imagination and concentration. They regularly use resources such as digital cameras, the computer or CD player to gain an excellent awareness of information and communication technology.

The children show a mature response to taking responsibility about their own and others' safety. They regularly practise fire evacuation drills. The older children share an exceptional knowledge of what they do, where they go and how to ring for help. They competently use resources such as scissors or enjoy making designs or patterns with the hammer and nail boards. Generally, children show good awareness about what constitutes a healthy lifestyle. They independently follow good personal hygiene routines. The nutritious snacks help them understand the importance of healthy eating. Children engage in a wide range of physical activities, both indoors and out. However, they are less confident in their knowledge of the importance of exercise and its effect on their bodies.

Children work exceptionally well independently using their own initiative and develop excellent skills in working alongside their friends. They display significantly

high levels of confidence, self-esteem and behave extremely well. All children engage in a very wide range of activities and experiences, which help them to value diversity.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met