

The A House Pre School

Windmill Avenue, Hassocks, West Sussex, BN6 8LJ

Inspection date	14/01/2013
Previous inspection date	09/07/2012

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are extremely happy, motivated and eager to learn. They join in all activities enthusiastically, showing superb levels of independence and curiosity.
- Teaching is rooted in staff's exceptional knowledge and understanding of the Early Years Foundation Stage. All staff have an impressive awareness of how young children learn and skilfully promote a wide range of innovative and stimulating activities that children love.
- Children's safety is given the utmost priority. The manager has an excellent knowledge of child protection and ensures that all staff understand and implement the meticulous procedures to keep children safe.
- The pre-school engages exceptionally well with parents and carers and staff value tremendously the important role parents/carers play in their child's ongoing learning and development.
- The welcoming, bright, spacious environment enables children to have the freedom to move around freely. The learning environment is very well-organised, enabling children to be independent in their play with support and reassurance provided by caring and nurturing staff.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector carried out a joint observation with a member of the management team.
- The inspector spoke to a number of parents and read parents' questionnaire responses.
- The inspector held meetings with the manager.
- The inspector observed activities in the playroom and the outside learning environment.
- The inspector looked at children's records and a range of policies.

Inspector

Helen Edwards

Full Report

Information about the setting

The A House Pre School registered at the present site in 2012. It is privately owned and is situated in a residential area of Hassocks, West Sussex. 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. There are currently 52 children aged from two to five years on roll. The pre-school supports children with special educational needs and/or disabilities and children learning English as an additional language. There are six members of staff, all of whom 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.

What the setting needs to do to improve further

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

- extend further the opportunities for children to develop mathematical knowledge and skills in the outdoor environment.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children thrive at The A House because staff are highly skilled and effective teachers. Staff recognise when to intervene in children's play and when to allow children to play independently. They fully understand how children learn and they plan exciting and motivating activities for them. Children are eager to learn and are always engaged in fruitful activity. They display high levels of enthusiasm as staff encourage them to fully express their needs and ideas.

Staff work extremely well together to plan activities that meet the needs of all children. They make detailed observations of children's play, which enables them to plan very effectively for each child's learning needs. There are comprehensive monitoring systems in place to ensure children reach their goals. As a result, children make excellent progress across all areas of learning.

Staff warmly welcome parents and carers into the pre-school and partnerships are very strong. Parents share information about their children when they first start, which provides a starting point for staff to build on. They are invited to contribute to staff's understanding of how their child is progressing, through recording their own observations on sheets which are available for them to take home. Excellent relationships with parents ensure that children's progress is celebrated regularly through sharing their learning journals.

All children enjoy an exciting range of challenging activities across all areas of learning. There is an excellent balance of child initiated and adult-led activities to support children's

ongoing progress and development. For example, children enjoy playing a game naming the parts of the body. A staff member offers the children clues, for example 'This connects your neck to your arm. What is it?' Children call out 'shoulder!' and they enjoy discovering what their shoulders can do. The children giggle with delight as they shrug their shoulders and roll them forwards and back.

Children develop their mathematical skills and knowledge as they talk about their shoe sizes and how their feet are measured at the shoe shop. There are extensive opportunities to count and to learn about shapes through table top games and an abundance of resources. However, extending the use of the outdoor area for children to learn even more about numbers, shapes and measures remains an area for further development.

Children thoroughly enjoy making pictures of windmills, following visits to the pair of local windmills called Jack and Jill. They choose paint, glue, squared paper for sails and scissors to help make their picture. Staff foster children's language development very well indeed and interactions between staff and children are exemplary. Children take part in a lively discussion about facial features and hair colour. They look carefully at each other and describe their own and each other's features, looking at similarities and differences, and celebrating each child's individuality.

Outside, the water tray has some pieces of ice in it, and some of the plastic animals and sea creatures are encased in ice. The children are fascinated and staff skilfully use their interest to ask questions about what they think must have happened, to develop their thinking skills. For example staff ask 'What are these little hard pieces in the water? Why are they there?'

Staff fully encourage children to be active learners who choose what they would like to play with and gain skills in independence, for example in using the computer to create colourful artwork. This ensures that children are fully prepared for their next stages in learning and for their transition to school.

The contribution of the early years provision to the well-being of children

Staff are keen and dedicated, always striving to provide excellent care. Staff are extremely attentive, providing genuine warmth and affection to every child. The key person system works extremely well in providing each child with a familiar adult to support them. This enables all children to feel safe and secure, and gives them confidence to explore the environment, make choices and develop their independence. Children flourish because staff get to know them quickly and know what makes them happy. Exceptionally close partnerships with parents ensure that each and every child is provided for according to their individual needs.

Superb resources ensure that the children have a fantastic range of age-appropriate activities and toys to meet their needs. Children enjoy playing with the dolls' house and small world people with their friends, chatting happily and sharing resources freely. Behaviour is exceptional and children willingly tidy up and look after their environment.

Children have formed firm friendships and they work together successfully because they have learned the importance of sharing and taking turns.

Children have a mature understanding of safety and talk fluently about what to do in the event of a fire. They take part in regular evacuation drills and understand how to keep themselves clean and healthy through good food and exercise. Staff chat to children at the sociable meal times, discussing healthy foods to help them grow strong. Children play outside several times during the day, and have regular fresh air and exercise in the garden or at the allotment nearby.

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

Robust and rigorous procedures are in operation for safeguarding children. Extensive policies and procedures are known and understood by all staff, and the manager understands her responsibilities very well indeed to ensure children are safe. Staff have a comprehensive understanding of child protection issues and work very effectively to support vulnerable children and families. They keep meticulous records on health and safety to ensure that risks are minimised and that children are protected from harm.

The manager supports staff very well and she values their skills and expertise. She uses individual induction programmes, appraisals and supervisions very effectively to highlight strengths and address training needs. There is an extremely positive attitude towards professional development and staff are fully engaged with regularly developing their skills and expertise. For example, they can undertake online training in a variety of subjects.

Management and staff demonstrate a significant capacity for continuous improvement and they continually reflect on the service they provide. They welcome feedback from parents and carers in order to strive for consistently high quality. The pre-school has highly effective systems in place to develop close partnerships with parents and carers to fully meet the individual needs of the children. Staff share information with them on a daily basis and share learning journals regularly. The manager has recently developed the pre-school's website to offer further opportunities for sharing information about the early years curriculum.

There are rigorous systems to observe, assess and monitor each child's development. Staff complete a tracking document to monitor and review children's attainment across all areas of learning. The manager oversees these reviews to ensure that any concerns are promptly identified and followed up.

Excellent partnerships exist with parents and other professionals who have an input into children's care. Staff make considerable effort to engage all parents, ensuring that children's needs are fully discussed. Where special needs are identified, the manager discusses with parents future plans on how the pre-school can access outside professionals so that the best possible care can be provided. The manager has an excellent insight into the needs of parents as well as children and seeks to further the pre-

school's role as a point of contact and support for the community.

Parents speak extremely highly of the staff, writing 'Please note I think you are all heroes for looking after my child so well!' Other parents said 'The staff are very caring and they know my daughter's needs very well- and what she likes doing' and 'I like knowing how staff will address areas for improvement so that I can reinforce this at home.'

This excellent pre-school gives all children a very secure foundation for their future learning and development and ensures they are ready for school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for

registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY442562
Local authority	West Sussex
Inspection number	895817
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	56
Name of provider	Madeline Lydia Dalley
Date of previous inspection	09/07/2012
Telephone number	01273 844250

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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