

# Holbrook Community Pre-school



North Heath Hall, St. Marks Lane, HORSHAM, West Sussex RH12 5PU

<b>Inspection date</b>	1 May 2019
Previous inspection date	8 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Staff know all children exceptionally well. They constantly motivate them to take part in highly interesting and engaging activities which successfully promote all areas of learning and development to a high standard.
- All staff have an impressive knowledge of the curriculum and understand how children learn. They extend and challenge children's learning seamlessly, which helps support their excellent progress.
- Managers and staff have strong relationships with parents. They work hard to involve them in their children's learning and provide excellent support to the entire family, which helps look after children's emotional needs and well-being. Parents speak highly of all staff and comment on their endless commitment and dedication towards their role as practitioners.
- Managers have developed excellent self-evaluation processes which enable them to assess every aspect of the provision and continuously develop the outstanding service they provide. They routinely seek out and act upon feedback from staff, parents and children to ensure they are constantly providing the highest standards of care and early education.
- Children demonstrate impressive problem-solving skills and perseverance during play. For example, they worked as part of a team to build a balancing beam and discussed how to piece the blocks together and which direction they should go in.
- Partnerships with other settings children attend, local schools and external agencies are excellent. Staff work collaboratively with other professionals which enables them to provide excellent support to all children but in particular to those who need it the most.
- Staff are excellent role models. They treat children with the utmost respect and value their individuality. Children's behaviour is exemplary. They are kind, considerate and strong role models for younger children.

## What the setting needs to do to improve further

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

- strengthen further the opportunities for children to develop their independence skills.

### Inspection activities

- The inspector observed activities and staff interactions with children, indoors and outdoors.
- The inspector spoke to managers, staff and children at appropriate times during the inspection.
- The inspector took part in a joint observation with the manager and supervisor.
- The inspector viewed some of the children's development records and tracked their progress.
- The inspector spoke to some parents to gain their feedback on the setting and staff.

### Inspector

Hannah Barter

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff have an excellent knowledge of their procedures and talk with exceptional confidence when explaining their role and responsibilities towards children. The manager strives to improve the already outstanding provision and practice that her staff provide. Recruitment and induction systems have been further developed since the last inspection. For example, the use of peer observation has helped identify areas to improve further and training that staff can benefit from. Regular supervision sessions, appraisals and staff meetings provide endless opportunities to share best practice and cascade information from training that staff have attended. For example, a recently attended early years exhibition has strengthened staff's teaching skills even more with regards to literacy. The manager works exceptionally closely with staff to monitor children's progress and swiftly target gaps in children's learning.

### Quality of teaching, learning and assessment is outstanding

Staff have a real in-depth understanding of children's development levels. They naturally support and extend children's learning to a higher level without being over-bearing or changing their ideas. Excellent questioning techniques and comments inspire children to think independently and enable them to become confident learners. Children's literacy skills are expertly supported. For example, children concentrate for long periods of time as they weigh quantities of soil and work to balance the scales. Staff add printed keywords such as 'empty' to the tray for children to see and explore. Staff sound out the letters which children recognise and quickly link to letters within their own name. Children thoroughly enjoy activities such as cooking and exploring shaving foam. While fun and messy, staff gently incorporate learning into children's exploration without them realising. For example, testing their knowledge of shapes they have made and asking them to recognise printed numbers when following a recipe.

### Personal development, behaviour and welfare are outstanding

Children have lots of opportunities to develop their understanding of responsibility and take safe risks. For example, while making a balancing beam, they discuss how far down the hill they should go before they hit the hedge. Staff stand back and allow children to make decisions while making gentle suggestions to further strengthen their thinking skills. Children are highly independent and know how to take care of their personal needs. Staff constantly encourage children to do things for themselves and praise them consistently when they achieve this. This practice could be extended even further to include snack and meal times.

### Outcomes for children are outstanding

All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, are making excellent progress in relation to their starting points. Children are excited to learn and developing the skills needed for future learning. They are highly inquisitive and not afraid to have a go and try out more challenging tasks. They thoroughly enjoy learning about the wider world and using this knowledge in their play. For example, after making their own dinosaur fossils, they discussed with each other how dinosaurs moved and recreated this with their friends.

## Setting details

<b>Unique reference number</b>	113525
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10104203
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Holbrook Community Pre-School Committee
<b>Registered person unique reference number</b>	RP905968
<b>Date of previous inspection</b>	8 February 2016
<b>Telephone number</b>	01403 265 793

Holbrook Community Pre-School is a committee-run group which registered in 1991. It operates from North Heath Hall in Horsham, West Sussex. The setting is open Monday to Thursday from 9am until 2pm and Friday from 9am until 1pm during term time only. The setting employs 10 staff; of those, eight hold appropriate early years qualifications. The setting offers funded early years education for two-, three- and four-year-old children.

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