

Hurstpierpoint Preschool

Village Centre, Trinity Road, Hurstpierpoint, Hassocks, West Sussex, BN6 9UY



Inspection date

4 July 2017

Previous inspection date

11 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff use their teaching skills to successfully engage children. They ask questions and provide some information that encourages children to explore further and want to find out more. Children progress well from their individual starting points.
- Children hugely enjoy their time in the forest school sessions. They learn a great deal not only about their environment but also about life in general. For example, they learn to assess and take risks and develop trusting and strong relationships with their friends and adults.
- Staff have developed valuable partnerships with parents, other settings children attend and early years professionals. They work together and exchange information regularly to support children's care, learning and welfare consistently well.
- Children develop great confidence and independence. They are happy to speak in group situations, voice their opinions and contribute ideas. Children have a good foundation for the next stages in their learning, including through school and beyond.

It is not yet outstanding because:

- Staff do not make the most of opportunities for older children to hear and say initial letter sounds and recognise the rhyming patterns of words.
- Staff sometimes overlook opportunities to help children develop a greater understanding of the similarities and differences between themselves and other people.

What the setting needs to do to improve further

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

- enhance older children's literacy development even further to help them recognise word patterns
- extend opportunities for children to learn about the differences between themselves and others.

Inspection activities

- The inspector observed staff interactions with children indoors and outdoors, including at the forest school.
- The inspector completed a joint observation of a session with the manager and discussed the impact on children's learning.
- The inspector spoke to staff, children and parents throughout the inspection.
- The inspector sampled a range of documentation, including children's and staff records, policies and procedures.

Inspector

Jill Steer

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are confident and secure in their understanding of recognising children who may be at risk of harm and what action to take to protect them. Managers are vigilant about checking the suitability of all new staff. Managers use individual support meetings to discuss staff development. Staff complete training that enhances their teaching skills. For instance, staff have gained a better understanding of caring for two-year-old children. They have adapted the environment to provide more small and cosy spaces for children to have frequent quiet times. Managers monitor the quality of the pre-school overall and gain the views of local advisers as well as staff and parents. The process highlights areas for development, such as helping boys to understand and manage feelings better.

Quality of teaching, learning and assessment is good

Staff provide a wide range of interesting experiences that promotes children's learning effectively in all areas. They track children's progress well and plan how to extend what they know by setting suitable challenges. Staff take account of the skills children need to develop for learning to be effective and use their own teaching skills to foster them. They communicate and model language and encourage children to explore their own ideas. Staff encourage children to use their imaginations during activities, such as role play and reading. They pretend to eat the dough food children make and take a role in storytelling as children read from favourite books.

Personal development, behaviour and welfare are good

Children and staff develop close and supportive relationships. Staff make sure they know what is happening in children's lives and provide tender support and understanding when children feel unsettled. Children learn to empathise and care for others. They show concern when they think their friends have had minor scrapes. Children behave very well. They learn how to behave safely and assess risks, especially during their forest school sessions. As they walk to and from the forest school, children learn to recognise potential hazards. For example, when they find a steeply sloping grass verge they name it 'the waterfall' and veer away from it as they pass. The time children spend outdoors benefits them greatly and promotes their physical development and good health.

Outcomes for children are good

Children enjoy learning and being challenged. They use reference books to find the names of wildflowers and insects, listen to and identify sounds and know it is a wood pigeon they can hear cooing. Children count, measure and calculate routinely, such as when erecting a tent and mixing potions with water and leaves. They confidently lead their own play using available resources as needed, including staff knowledge. Funding is used to provide resources that support individual children's progress and interests.

Setting details

Unique reference number	113538
Local authority	West Sussex
Inspection number	1089112
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	52
Number of children on roll	78
Name of registered person	Hurstpierpoint Pre School Playgroup Committee
Registered person unique reference number	RP904771
Date of previous inspection	11 May 2015
Telephone number	01273834144 07961269123

Hurstpierpoint Preschool registered in 1967. The pre-school is open each weekday morning from 9am to midday during term time, with an additional lunch club until 12.30pm. Afternoon sessions are available from 12.30pm to 3.30pm on Monday to Thursday. There are nine members of staff, seven of whom hold appropriate early years qualifications. One member of staff has achieved early years professional status and one has qualified teacher status. The pre-school receives funding to provide free early education for children aged two, three and four years.

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