

# Albourne Under Fives

Albourne Village Hall, The Street, Albourne, Hassocks, West Sussex, BN6 9DL



<b>Inspection date</b>	11 March 2016
Previous inspection date	12 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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

- Careful monitoring of children's learning by their key person and the management team helps identify any gaps in their progress. This enables staff to provide effective activities that help all children to make good progress across all areas of learning.
- Interesting activities engage children and they are eager to take part. For example, children became engrossed as they peeled and carefully cut up an onion.
- Children develop secure relationships with staff who, for example, greet them and their parents warmly as they arrive. They settle very quickly at an activity of their choice. Some enjoy playing independently with their friends while others engage with the enthusiastic staff.
- Staff consistently promote children's strong communication and language skills. For example, they ask questions that challenge children to think carefully and use their imagination.
- Staff prepare children well for the move to school. For example, there is a range of carefully thought-out resources, such as a school bag and pictures of the local school.

### It is not yet outstanding because:

- At times, staff do not make the best possible use of opportunities to increase children's understanding that print carries meaning, across all areas of the environment.
- Staff do not always build on the partnerships with parents further to encourage greater support for children's learning at home.

## What the setting needs to do to improve further

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

- extend opportunities for children to help them develop an even stronger understanding that print carries meaning, across all areas of the environment
- strengthen the successful partnerships with parents to extend the support for children's individual learning needs at home.

### Inspection activities

- The inspector held meetings with the provider/manager and had discussions with the assistant managers of the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.
- The inspector observed activities in the playroom, and spoke to staff and children.
- The inspector completed a joint observation with an assistant manager.

### Inspector

Sue Taylor

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The provider and staff have a secure awareness of the procedures to follow if they have concerns about children's welfare. They regularly reflect on their practices to plan positive improvements and value the views of others, such as parents, as they evaluate the provision. Training has a positive impact on staff knowledge and helps them provide good-quality teaching. The provider identifies that the qualified staff team is better informed about how to promote children's learning. Staff receive effective support and guidance; for example, observations of their practice help identify areas for development. Relationships with parents, overall, are very positive and they receive good information about their children's progress. They comment that they are 'happy with everything' and that the pre-school is 'an essential part of children's early learning'. Effective partnerships with other early years settings that children also attend promote a consistent and shared approach to supporting their learning.

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

The effective ongoing assessments of children's development enable staff to identify clear next steps in their learning. Staff work very well together to plan how best to support children's progress. They make good use of funding to support and promote individual children's learning needs. For example, children benefit from one-to-one attention and the purchase of resources that relate to their interests. Staff teach children well about number recognition and counting during different activities. For instance, they count the number of daffodils in the pot together and measure how much they have grown.

### Personal development, behaviour and welfare are good

Children are very confident and happily approach adults to show them what they can do. For example, they watch for the adults' surprise as the 'jack-in-the box' pops up. They develop good independence skills, such as managing their personal care needs. Staff teach children to keep themselves safe but also challenge their abilities. For example, they effectively supervise children as they use a knife to cut an onion but do not intervene unnecessarily. Children learn to respect the views and thoughts of others. They play very cooperatively together or alongside others, and their behaviour is extremely good.

### Outcomes for children are good

All children make good progress from their starting points. They are very well prepared for their move to school. Children are keen to learn and, in particular, older children persevere in tasks with positive levels of concentration. They make good use of their imagination and own ideas as they play and learn. Children develop their large physical skills well, such as when they use the challenging play equipment at the park.

## Setting details

<b>Unique reference number</b>	113353
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1009826
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Susan White
<b>Date of previous inspection</b>	12 March 2015
<b>Telephone number</b>	07759876017

Albourne Under Fives is a privately run pre-school. It registered in 1992 and operates from a village hall in Albourne, West Sussex. The pre-school is open Monday to Friday during school term times. Opening times are from 9am to 1pm on Monday, Tuesday and Thursday, and from 9am to 12 noon on Wednesday and Friday. There are five members of staff, all of whom hold relevant early years qualifications, including four with level 3 qualifications. The pre-school receives funding to provide free early education for children aged two, three and four years.

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