

# Inspection of Rotherfield Village Pre School

Recreation Ground, North Street, Rotherfield, East Sussex TN6 3LX

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Inspection date:

4 June 2025

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Outstanding

## What is it like to attend this early years setting?

### The provision requires improvement

There have been some staffing issues in the setting that impact on the quality of the overall provision. Leaders have recently taken some action to address staff concerns and to improve staff well-being, and this is ongoing. However, there are inconsistencies in the quality of teaching. Leaders have recently made changes to the curriculum to support children to make choices and have ownership of their learning, but this is not yet embedded into staff practice. This means the curriculum does not meet the needs of all children in the setting. This has an impact on the support for children's personal development as well as their attitudes to, and engagement in, learning.

Children appear happy and settled. They make lovely friendships with one another, and they have formed good relationships with staff who help them understand the daily routines. They demonstrate positive behaviour and respond well to staff, who sensitively intervene to support their feelings and emotions. Children spend time chatting with one another, demonstrating good communication and language skills. They respond to staff questions and confidently make requests. This supports children's self-esteem and ability to make their needs known.

Staff plan extra activities to provide children with new experiences. For example, they take regular trips into the village. These experiences help build children's awareness of their environment and a deeper understanding of their own place in the wider community.

### What does the early years setting do well and what does it need to do better?

- Following changes within the governing body, trustees have improved their oversight of the running of the setting. However, due to remaining communication issues between some members of the leadership and staff team, they do not all receive coherent and consistent messages to support them in following the setting's values. This does not promote deep respect and kindness within the culture of the setting.
- Staff regularly assess children's learning, including a progress check for two-year-olds, which they share with parents and other professionals. However, they are not consistently using what they know about the children to provide them with the curriculum they need to make progress. They do not create additional opportunities to boost children's skills, knowledge and understanding to prevent children from falling behind in their learning. This means that some children do not receive the support they need to close any gaps in their learning or to prepare them fully for the next stage in their education.
- Children become engrossed in their play when they are given extended times to access the exciting resources. Younger children develop their curiosity, such as

when they explore how metal links move around a hoop or how marbles travel along slopes and gullies. However, staff interrupt older children's concentration and deep involvement in their play when they prioritise routines. For example, children spend long periods of time waiting for snack or sitting on the carpet. This means some children find it harder to focus, concentrate and learn during these adult-led activities.

- Staff provide children with ample opportunities to develop good physical skills and practise their independence skills. Children have access to large open spaces and have opportunities to explore and challenge their abilities, such as when they run up and down a steep bank. Younger children make use of opportunities to use ride-on toys and play in the water tray. Children join in with music and movement or dig in the soil, where they grow plants. They develop confidence, balance and coordination when they run across the fields and visit the playground.
- Staff support children to express their needs and praise children's positive behaviour. For example, when children feel overwhelmed by their feelings, staff step in and provide them with words to describe their emotions. They address unwanted behaviour calmly so that children understand the impact of their words and actions on others. This helps children to develop their social skills and to enjoy friendships.
- Children love sitting with staff who read stories to them in small groups. They demonstrate a firm understanding of storytelling when they role play and engage in imaginative play. Staff give younger children new words to support their learning. For instance, they introduce words, such as 'cocoon' when they look at caterpillars, which they repeat in the songs they sing together. This repetition of new and unfamiliar words helps children remember long term what they have learned.
- Staff have good partnerships with parents. They share information with them about their children's learning, such as during parent evenings. They communicate and share observations of children's experiences and achievements in the setting. This helps parents build a picture of their children's time in the setting.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- improve communication between leaders and staff to provide coherent and

consistent messages about the values and ethos of the setting and help promote a culture of respect and positivity within the setting

- support staff to use assessments of children's development more effectively to plan and provide an ambitious curriculum for all children that helps them develop the skills they need for the next stage in their learning
- put in place prompt and effective interventions where children need additional support to help close any gaps in their learning
- provide older children with more time to become deeply involved in their play to support their learning, focus and concentration.

## Setting details

<b>Unique reference number</b>	EY461031
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10406050
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Rotherfield Village Pre-School
<b>Registered person unique reference number</b>	RP532474
<b>Telephone number</b>	01892 853207
<b>Date of previous inspection</b>	20 November 2019

## Information about this early years setting

Rotherfield Village Pre School re-registered in 2013 and is located in Rotherfield, East Sussex. The pre-school is open from Monday to Friday, 9am to 3pm, term time only. It operates a breakfast club from 8.30am and an extended afternoon session from 3pm to 5pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are 11 members of staff, of whom eight hold appropriate early years qualifications from level 2 to level 6.

## Information about this inspection

**Inspector**  
Alison Martin

## Inspection activities

- The deputy manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector spoke with the trustees, staff, children and parents during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the deputy manager.
- The inspector viewed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

We carried out this inspection 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.

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