

Rotherfield Village Pre School

Inspection report for early years provision

Unique reference number	EY420001
Inspection date	09/05/2011
Inspector	Liz Caluori
Setting address	Rotherfield Recreation Ground, North Street, Rotherfield, East Sussex, TN6 3LX
Telephone number	01892 853 375
Email	
Type of setting	Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Rotherfield Pre-School has been registered at its current address since 2010 having operated for several years in another hall within the village. It has sole use of purpose built premises in the recreation ground, consisting of a group room, kitchen facilities, an office and an enclosed outdoor play area. The pre-school also uses the sports fields for physical exercise.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It accepts children from two years of age and is registered to care for a maximum of 30 children under eight years. There are currently 61 children on roll, attending a variety of sessions throughout the week. The pre-school element of the service operates from 9.00am to 3.00pm during term times and provides care for children in the early years age group. There is also provision for school age children to attend a breakfast club and during holidays, although these services are not currently in operation.

The pre-school is able to accept children with English as an additional language as well as those with special educational needs and/or disabilities.

There are 10 staff employed to work with the children, of whom nine hold appropriate childcare qualifications. The number of staff present each session is determined by the number of children booked to attend and there are also three bank staff available to provide cover when necessary.

The pre-school receives funding for the provision of free early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in the pre-school as a result of the excellent focus placed on identifying and addressing their very individual needs. An outstanding focus is placed on promoting their safety whilst also encouraging a high level of independence. In addition, a strong commitment to ongoing self-evaluation ensures that the strengths and weaknesses of the provision are well recognised and improvements effectively prioritised. The very positive relationships maintained with parents, carers and other professionals supports the provision of coordinated and consistent care.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reviewing the maintenance of the accident and medication records to more accurately reflect the good practices in place.

The effectiveness of leadership and management of the early years provision

Children are protected by robust safety procedures both within the nursery and on outings. The manager takes lead responsibility for coordinating the investigation and monitoring of child protection concerns and has attended advanced training in order to support her in this role. Risk assessments are undertaken on the premises, activities and outings and the required written records are maintained. These are constantly reviewed and adapted to reflect the very individual needs of the children attending. Good recruitment and induction procedures ensure that children are cared for by suitably qualified and fully vetted adults. Staff with first aid training are present at all times and appropriate procedures are also in place in regard to the administration of medicines. Written accident and medication records are maintained and include all required information but have not been extended to fully reflect the good practice in place. This has been recognised by the management team and prioritised for improvement.

The manager, committee and staff team work very cooperatively together to provide an efficient service which is very thoughtfully organised to reflect the needs of the children attending and their families. Highly effective self-evaluation, which takes into account the views of parents, carers and the children, ensures that areas of improvement are promptly identified and addressed. In addition an excellent commitment to training and very regular meetings ensure that staff have up to date childcare knowledge and are fully informed of all processes and practices of the pre-school.

Staff undertake sensitive observations of the children as they play and interact with their peers and use these to monitor their progress and very effectively plan for their next steps. In addition, the management team have recently begun to analyse data relating to each child's achievements to gain an overview which helps them to identify and investigate any gaps. Whilst only in its early stages this process has already highlighted some very slight room for improvement in the quality of observations for some areas of development and this has now been successfully addressed.

The group room in which the children play and learn is completely charming with magical wall displays, an outstanding range of invitingly presented resources and sufficient space to allow a very large selection of activities to take place at the same time. Children are able to access toys and equipment independently and confidently transport items to other areas in order to extend their play. They also gain great benefit from being able to flow freely into the enclosed outdoor play area.

Children's individual personalities, learning styles and needs are exceptionally well understood and respected within the pre-school. In addition, they learn about diversity through a range of discussions, activities and by playing with toys which

promote positive images of people from throughout the community and wider world. Staff are experienced at caring for children with a range of additional needs and work very effectively with health specialists and other professionals in order to ensure that care is coordinated and consistent. Good arrangements are also in place to support children and families who speak English as an additional language.

The pre-school is very much part of the local community and staff maintain very good positive relationships with parents, carers and other early years providers. Contact books are used to communicate with the staff at the other settings attended by the children. This ensures that all parties are able to share information relating to children's preferences and achievements. Extremely impressive arrangements are in place to ensure that parents and carers are fully informed about the life of the nursery and specifically about their child's progress. There is a very good website from which they can access all policies, procedures and newsletters as well as lots of lovely photos, many of which have been taken by the children. In addition there is a notice board, which was actually made as an art project by some of the parents, laden with certificates and notices.

The quality and standards of the early years provision and outcomes for children

Children demonstrate a very strong sense of security in the pre-school. They relish the homely atmosphere and interact easily and confidently with the staff and their peers, for example casually complimenting a member of staff on her blouse. They are given excellent support and encouragement to develop their independence and move very sensibly and safely around the setting. They competently and carefully use a range of tools including cheese graters and knives to prepare vegetables and are also learning how to protect themselves when out and about, for example how to cross roads safely.

A very good level of support is offered to help children to learn about the importance of healthy lifestyles. They benefit from very regular opportunities to take part in physical exercise in the group room, the outdoor play area and in the adjacent playing fields. In addition, they enjoy very sociable snack times, chatting happily as they sit around a table in the pre-school kitchen. They are able to choose from a selection of fruit, crackers and similar items, served on china plates and drink from real glasses. They speak very confidently about the importance of good nutrition and regularly enjoy cooking activities. They are also developing very good personal care routines, washing their hands after using the toilet and before sitting down to eat and using tissue to blow their nose.

Children are making very good, often outstanding, progress in all areas of their development. They are extremely motivated and independent in their learning and are confident to explore, investigate and to try new things in a secure environment. They are very sociable, and confidently express their views and share stories using extremely impressive vocabulary. They also demonstrate a very good level of general knowledge, helpfully explaining that although lizards can't talk

they can change colour. Whilst there is a comforting sense of routine and structure to the day, children are free to select the activities they wish to take part in. Therefore a typical day can see children planting seeds, building towers, painting very expressive artwork, disco dancing, reading or engaging in complex and imaginative role play games. Excellent strategies are employed to support children in their pre-writing and writing skills. As a result many are able to form recognisable letters and to clearly write their name. Similarly, they count confidently and some are beginning to do simple addition and subtraction. Children are very proficient in the use of ICT equipment including computers, an interactive white board and digital cameras. These high levels of achievement, along with their beautiful manners, fabulous social skills and high levels of independence, ensure that children are extremely well prepared for their transitions to school.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met