

Rotherfield Village Pre-School Playgroup

Inspection report for early years provision

Unique reference number	507908
Inspection date	18/11/2009
Inspector	Lisa Toole
Setting address	Memorial Institute Hall, North Street, Rotherfield, East Sussex, TN6 3LZ
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Type of setting	Childcare on non-domestic premises

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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 was registered in 1969. It is run by a parent committee and operates from the War Memorial Hall in the centre of Rotherfield, East Sussex. There is no outdoor play area but the pre-school uses the local recreation field. The pre-school serves the local area. A maximum of 30 children may attend the pre-school at any one time and the pre-school is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register. The pre-school is open each weekday from 09.00am to 12.00pm, with a lunch club from 12.00pm to 1.00pm during term time only.

There are currently 28 children aged from two to under five years on roll. Of these, 20 children receive funding for the provision of free early education. The pre-school supports children with special educational needs and/or disabilities, and also supports children who speak languages other than English.

The pre-school employs nine staff, eight of the staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All aspects of the children's welfare, learning and development are promoted very successfully. Each child is valued as a unique individual and their needs are being fully met because the staff plan and provide for their needs in an inclusive, stimulating environment. The staff team is highly committed to the continuous improvement of the pre-school, with a very clear vision for the future, to enhance the outcomes for children even further. All partnerships are highly successful because the staff value the positive relationships they establish and then maintain with parents, the local school and external agencies.

What steps need to be taken to improve provision further?

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

- continue to practise the emergency evacuation when children are using both floors so that all children know how to protect themselves in an emergency

The effectiveness of leadership and management of the early years provision

Comprehensive systems are in place to help safeguard the children. These include robust recruitment and vetting of staff, detailed child protection procedures, risk assessments and thorough maintenance of all mandatory documentation. The staff have a very good understanding of their roles and responsibilities and ensure the

children can play and learn in a safe, secure and wholly inclusive environment. This means that the children's overall well-being is given considerable attention and they are able to feel safe and secure in their pre-school. All areas of the pre-school are clean, safe and brightly decorated with displays of photographs and children's work adorning the walls; this demonstrates that children are highly valued, can thrive and feel a strong sense of belonging.

Staff demonstrate a high level of professionalism, as well as a strong commitment to improving the pre-school further. They work extremely well together as a team, as key persons and as positive role models for the children. This results in a lovely, friendly and harmonious environment where everyone has fun. A wealth of changes have been made since their last inspection and are now fully embedded in the routine practices of the pre-school. These have had a truly positive impact on the children's welfare and learning. For example, staff have approached training with vigour, attending both short courses and higher qualification training. This has resulted in a much improved staff team, who are dynamic, extremely enthusiastic role models. New resources have been purchased to increase opportunities for children to learn about equality and diversity in the wider world.

Self-evaluation has been given considerable thought and attention, with clear priorities for improvement in place to enhance the provision for children. The major priority and planned target is to move into new purpose-built premises within the village, to provide the children with an even better learning environment, both in and outdoors. The rooms are currently organised well, with dedicated areas for activities such as sharing books and engaging in role play activities. Equipment is mostly all at low levels, promoting high levels of independence for children as they make their own decisions about what they do and play with. Although there is no immediate outdoor space available, the pre-school works hard to provide daily fresh air and exercise for the children. They take advantage of trips to the nearby recreation field to teach the children about safety and go on walks around the grounds of the local church.

Excellent partnership working takes place with parents and others to meet every child's needs. There is an abundance of information available to the parents about the pre-school, in the prospectus and comprehensive website, so that parents are kept informed and involved in all aspects of the pre-school. This is enhanced by the committee, which is made up of parents, who work collaboratively with the staff to benefit the children, as they help make key decisions regarding the future and new premises for the pre-school. The communication systems are excellent; parents' views are regularly sought and any comments acted upon. Staff and parents engage on a daily basis, through verbal discussion and the home journals, to ensure they are kept informed about their child's day. Discussion with parents highlights how delighted they are with the pre-school and the care and education provided for their children.

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

Children are confident, very happy and settled in the nursery. They are highly motivated and eager to learn; they become fully engaged in all the activities offered. They are developing their independence and are able to make many choices and decisions for themselves. For example, they decide what activities to participate in and when as well as choosing when to have their snack and drinks during the morning. Children's emotional well-being is fostered because staff are very attentive; they recognise when children are becoming tired or show signs of being unwell and tend to their needs immediately. Any new children who are settling are particularly able to feel secure because of the loving care and attention they receive through the excellent key person system.

The outcomes for children are outstanding, resulting in children making excellent progress in their learning and development towards the early learning goals of the Early Years Foundation Stage. The children are highly active participants in their own learning. Considerable thought has been given to the planning systems since the last inspection, resulting in extremely successful learning opportunities for every child. Each member of staff takes the lead responsibility for a particular area of learning and ensures this is given due consideration by everyone so that children are able to enjoy a rich, varied programme of activities and experiences. Children relish opportunities to join in story times, anticipating what will happen next in the 'Billy-goat gruff' story. Whilst at the recreation ground children delight in acting out another popular story about a bear hunt, where they pretend to squelch through mud and then hide under a coat to escape the bear. Children benefit from opportunities to learn through topic work, such as the senses. They are able to sniff items such as herbs and fresh garlic and ginger, then feel the differences between natural objects such as leaves and pebbles. Making a pretend picnic for Buster the bear and his friends enables staff to teach children about number concepts, simple addition and subtraction. One of the most popular activities with the older children involves their taekwondo physical activity sessions each week. The sessions are fantastic, fun experiences for the children, whilst also teaching them about important safety issues and the importance of keeping healthy. Children listen attentively to 'Phil' and watch closely while he teaches them how to move their bodies in different ways, for example, as they pretend to go surfing at the beach or run and change direction quickly. These all help them gain important control over their bodies.

One member of staff leads the overall planning and assessment systems which are rigorous. This, along with the staff's comprehensive understanding of the learning and development requirements, means that every child's specific needs and interests are planned for. Their next steps for learning are clearly identified and displayed, with staff showing a consistently secure understanding of their key children's learning needs, targets for development and preferred styles. The children each have their own assessment records, kept up-to-date by staff who closely monitor their development, working in partnership with parents and any outside agencies for children who have special educational needs and/or disabilities. Children are able to develop important skills for the future because of

the highly successful teaching and learning they enjoy. They all demonstrate very positive attitudes towards learning, confidently make choices and become independent learners. They use technology equipment such as computers, digital cameras and microphones with confidence; learn to mark make, recognise letters and sounds, as well as count up to at least ten. On outings they are able to explain how they keep safe, holding on to the 'doughnut' link and crossing roads safely. They understand that knives may be sharp as they spread jam on their cracker at snack time and how to dial 999 in an emergency. They are able to practise fire evacuation drills on a regular basis to help them learn about their own safety. Staff ensure these take place at different times and on different days but practise evacuation from the first floor less frequently.

Children enjoy a healthy lifestyle as they enjoy a nutritious range of snacks, such as fresh fruit, and smoothies. Children gain independence pouring their own drinks, deciding when to have a drink of water and snack and taking care of their personal hygiene, with support from an adult when needed. The children's behaviour is excellent; they listen and follow instruction very well, show consideration and respect for each other, as well as their environment and treat their peers with compassion. Staff make expectations clear, in a consistent way, to enable them to learn important messages about right and wrong, through secure and positive relationships.

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

How effectively is the Early Years Foundation Stage led and managed?	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	1
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

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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