

# Blackboys Pre-School

Inspection report for early years provision

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**Unique reference number** 109388  
**Inspection date** 31/03/2009  
**Inspector** Lisa Toole

**Setting address** The Community Hall, Gun Road, Blackboys, Uckfield, East  
Sussex, TN22 5JY  
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**Type of setting** Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

## Description of the setting

Blackboys Pre-School is run by a voluntary committee. The group has been in existence for more than 20 years and was first registered in 1992. It operates from a hall situated close to the centre of the village of Blackboys, near Uckfield, in East Sussex. There is a secure outdoor play area.

A maximum of 24 children may attend the pre-school at any one time. There are currently 33 children on roll who are within the Early Years Foundation Stage. The pre-school supports children with learning difficulties and children who speak languages other than English.

The pre-school is open from Monday, Tuesday and Thursday from 9.15 until 15.30 and Wednesday and Friday from 09.15 until 12.15. There is also a lunch club until 13.00 hours during school term time only.

There are five members of staff. Four members of staff hold appropriate early years qualifications.

## Overall effectiveness of the early years provision

Overall the provision is satisfactory. Staff are caring, friendly and demonstrate a positive commitment towards improving the outcomes for the children in their care. Children are making steady progress in their learning, their welfare is promoted and they are happy and secure in the pre-school. Staff promote an inclusive environment, acknowledging children as individuals. However, they do not always consider their uniqueness when planning, in order to provide relevant activities and experiences based around the child's individual needs, next steps for learning and interests.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the systems for identifying and supporting children's home languages and consider ways to value children's linguistic diversity
- monitor staff deployment throughout the day to ensure group and transition times effectively meet the children's needs and to minimise the time children spend waiting passively
- review the pre-school's policies and procedures to ensure they reflect current practices and information
- further improve the cycle of observation, assessment and planning so that individual children's learning and developmental needs are fully identified, considered and supported
- ensure that children's next steps are being clearly identified and used in leading future planning.

## **The leadership and management of the early years provision**

There are effective safeguarding procedures that promote children's welfare. These include careful recruitment, induction and ongoing appraisals to help ensure staff understand their role and responsibilities. Staff also have a secure understanding of child protection issues and the procedures to follow if any concerns are raised, to safeguard the children. Robust risk assessments are in place and routinely carried out to help keep everyone safe, whether in or outdoors and while on outings. However, staff deployment is not always effective in relation to the needs of the children, particularly during transition before group times or going outdoors. This leads to children having to sit waiting passively for adults to be ready and impacts on their behaviour. Staff have a positive attitude towards training to further their knowledge base and skills about the Early Years Foundation Stage. They meet weekly to discuss practice issues, the welfare of the children and agree areas for further development and improvement, as part of their self-evaluation and continuous improvement. Both the staff and committee are clearly working hard to take the group forward and improve the outcomes for each child; this is a key strength of the pre-school. The pre-school promotes a positive, inclusive environment for every child and works closely with parents and external agencies to support children with learning difficulties. Staff are aware that some children have languages other than English. This linguistic diversity is not always clearly understood or valued, in order to be able to support the child appropriately, as part of the group's inclusive practice.

All of the mandatory documentation is in place and is, on the whole, well maintained. A few of the policies lack the most current information in relation to complaints and child protection to help ensure staff and parents are fully aware of the correct procedures; the food policy does not reflect the practices of the group. The documentation is now well organised, easily accessible and available for inspection. The information provided for parents is good and this helps foster a positive partnership between them and the pre-school. The welcome packs are bright, inviting and informative and there is plenty of information readily available to parents on the notice boards in the entrance area. Daily communication books help keep parents informed about their child's day and the pre-school is establishing links with other settings children attend to extend the communication and continuity of care and education for each child.

## **The quality and standards of the early years provision**

Children play happily in the pre-school, interacting positively with both their peers and adults as they learn to share and negotiate about whose turn it is next to do something, such as riding a scooter or using the computer. Staff have a secure knowledge and understanding of how to support and challenge children with their learning and development, in order to help them progress towards the early learning goals and learn key skills for the future such as literacy, numeracy and ICT. Older children listen attentively to each other during group work and have fun tracing on each others' backs with their fingers as they learn how to form the letter 'Z'. Children enjoy opportunities to be creative with paint as they brush it over their

hands and print onto the paper. Role play is another popular activity that enables children to extend their social and language skills. Group times provide children with opportunities to practise their numeracy skills as they count how many of them there are. The curriculum offered to the children is varied and they enjoy a range of activities across all areas of learning. However, staff do not fully incorporate children's next steps for learning into the cycle of planning so that it truly reflects their needs and interests. They carry out regular observations to monitor the children's progress but the developmental profiles are not always maintained on a regular enough basis by all staff to give them a clear picture of what each key child can do and what their next steps are.

Children enjoy outdoor play opportunities as part of a healthy lifestyle and are able to do so in a safe and secure environment. Nutritious snacks are provided for the children and regular drinks of water and milk help keep them hydrated throughout the day. Snack and lunch times are lovely sociable occasions when everyone comes together, with one child assigned as the 'helper' to lay the table. Children learn about the importance of good table manners, asking to leave the table and using please and thank you as part of their social and moral development. They are able to make their own choices about what they do and play with as they move around the hall with confidence. Staff teach children about their own safety through little reminders about walking indoors and make expectations about behaviour clear in order for children to learn about right and wrong. The children are mostly well behaved and respond to requests from staff, such as helping at tidy up time. Good behaviour is reinforced through positive messages by staff and this fosters the children's self-esteem.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since the last inspection Ofsted has received one complaint that required the provider to take action. This related to behaviour management strategies used by staff; the care provided to children; the activities on offer and staff interaction with children; staff files not being held at the premises; the correct complaints procedure not being followed and risk assessments not being conducted.

We asked the provider to investigate and report back. A response was received and Ofsted then carried out an unannounced visit. As a result of the visit actions were set relating to documentation being readily available and accessible, the complaints record and ensuring Ofsted are notified of all significant events. The provider took appropriate steps to meet the actions set. The provider remained suitable for registration at the time the investigations were closed.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.