

# Bodiam Pre School Playgroup

Inspection report for early years provision

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**Unique reference number**

EY309603

**Inspection date**

25/03/2009

**Inspector**

Joanne Wade Barnett

**Setting address**

The Parish Rooms, Parker & Ashcomb, Almshouse Trust,  
Bodiam, East Sussex, TN32 5UJ

**Telephone number**

**Email**

**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

Bodiam Pre School Playgroup opened in 2005. It is committee run and operates from The Parish Rooms in Bodiam. A maximum of 10 children attend the pre-school at any one time. It is open each day from 09:00 to 15:30 during term times and serves the local area. All children share access to a secure enclosed outdoor play area.

There are currently 15 children aged from two to under five on roll. Children come from a wide catchment area. The pre-school currently supports children with learning difficulties and/or disabilities and also children who speak English as an additional language.

The pre-school employs four members of staff although, depending on the number of children attending, only two may be present for some sessions. All practitioners hold appropriate early years qualifications. The group has links with the local primary school, receives support from the local authority and is also member of the Bexhill and Battle Under-Fives Association.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The practitioners have developed their knowledge of children's individual needs well, helping to ensure all aspects of children's welfare, well-being and learning are promoted effectively. Practitioners have a secure understanding of the Early Years Foundation Stage and some practitioners effectively evaluate children's learning. They have an accurate understanding of the strengths and weaknesses of the provision and have a strong commitment towards seeking out, and making, continual improvements.

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

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

- ensure that children's next steps are being clearly identified and used in leading future planning
- review the behaviour management procedures so that staff are aware of what children are doing and know how to deal with it in a manner appropriate for their stage of development

## The leadership and management of the early years provision

All practitioners hold appropriate qualifications. There is a strong commitment with all practitioners to further training, which ensures their knowledge and skills remain up-to-date and reflect current practice. There is a good range of written policies and procedures which are regularly updated to ensure they contain all necessary information and reflect the requirements of the Early Years Foundation

Stage. Policies, such as the equal opportunities policy, exemplify the good priority practitioners give to inclusion. This is evident in the activities children participate in which promote their understanding of diversity. Detailed risk assessments are regularly carried out including daily checks at the start of each session. This ensures appropriate action is taken to eliminate risks.

Practitioners have a good understanding of safeguarding and are aware how and when to refer any concerns to the appropriate agency. This provides safeguards for the welfare of children, as does the information provided for parents on how to raise complaints or concerns. Parents are very 'happy' with the service they receive and the progress their children make. They benefit from easy access to clear information, which explains the policies and procedures, and regular newsletters. Children learn to take turns and show a good awareness of the rules which they reiterate to each other sometimes, although, the behaviour of some of the younger children impacts on the behaviour of the older ones on occasion. Practitioners are skilled at treating each child as unique, establishing their interests, knowing their backgrounds and supporting these through their provision.

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

Relationships between children and practitioners are good, so children are happy and secure. As well as this, the key person system is robust and offers children good support. Practitioners sit at the children's level and ask the children questions about the task they are engaged with. The environment is set out to encourage children to initiate their own play experiences. This encourages the development of concentration and critical thinking skills. Children are able to access resources easily, such as arts and crafts, construction and imaginary play, where real vegetables are used in their play experiences. Children use the computers with confidence as they use the mouse to play different interactive games. Outside play is important in the children's learning environment, whereby they explore different aspects of the garden and enjoy first-hand contact with weather, seasons and the natural world through growing plants and vegetables.

Practitioners ensure there are regular observations and assessments that identify children's progress in all six areas of the curriculum. Good operational links that practitioners have established with other professionals enhance the quality of children's learning and development. Practitioners share their knowledge of the children which helps to ensure that the needs of every child on roll are met in full. Frequent observations of the children enable practitioners to establish children's starting points and existing abilities. This allows practitioners to make plans that take account of the children's capabilities and personal interests, although not all practitioners sufficiently identify children's next steps in their learning and development needs.

Children enjoy helping themselves to refreshments such as water during the session at a time that suits them. During snack time children are provided with a selection of healthy fruit and practitioners talk to the children and encourage conversation promoting their social development. Children learn to keep safe as they move sensibly around the setting, wash their hands after going to the toilet

and before eating, and use and dispose of tissues hygienically. Practitioners encourage children to take turns, share equipment and appreciate the feelings of others. They show a good grasp of letters and phonics as they name words beginning with the letter 'S' during circle time and are able to count with confidence through number songs.

## 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>	2
How well does the provision promote inclusive practice?	2
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>	2
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>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
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?	2
How well are children helped to make a positive contribution?	2
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**

There have been no complaints made to Ofsted since the last inspection.

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.