

Netherfield Pre-School

Inspection report for early years provision

Unique reference number EY370015
Inspection date 12/03/2009
Inspector Vanessa Tomlinson

Setting address Netherfield C of E Primary School, Darvel Down,
Netherfield, BATTLE, East Sussex, TN33 9QF
Telephone number 01424 838 813
Email rdicken4@hotmail.co.uk
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).

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.

Description of the setting

Netherfield Pre-School has been registered at their current premises since 2008. Previously they operated for five years at a village hall. Children have access to a purpose built building within the grounds of Netherfield Church of England School. The setting has links with the Early Years Foundation Stage provision in the primary school. The premises consist of two play rooms, office and kitchen. There is a secure outdoor play area. The building is wheelchair accessible and suitable facilities are in place. The group is registered for a maximum of 24 children aged between two and five years and the majority of children attend from the local community. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are six members of staff, two qualified to National Vocational Qualification at level 2 and three at level 3. There are currently 29 children on roll, some in part time places. Currently they support a number of children with learning difficulties.

Opening Periods are Monday to Friday 09.00-15.00. School term times only.

Overall effectiveness of the early years provision

Overall the quality of Early Years provision is good. The staff provide a calm and purposeful atmosphere which ensures the children's development through good welfare arrangements and interesting learning opportunities. The inclusive practice in the setting means all children have equality of opportunity through careful provision to develop children's social, emotional and behavioural aspects of life as well as their learning. Self-evaluation is beginning to be established through a 'Sure-start' quality assurance scheme and has prompted short term actions required, especially in training and routines. The pre-school's capacity to improve is good.

What steps need to be taken to improve provision further?

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

- develop the outdoor area to provide free flow activities as required in the Early Years Framework
- ensure action plans for future development are produced and shared with staff, to reflect the outcome of self-evaluation

The leadership and management of the early years provision

The supervisor is committed to providing a good focus for the children's welfare and their learning and development, and all staff clearly understand requirements and work as a team. All safeguarding and welfare requirements are in order. The quality assurance scheme, which was introduced in November 2008, enables a clear understanding of the strengths and the areas for development within the

Every Child Matters agenda. The scheme is shared with the whole staff and has already prompted actions, such as the updating of first aid training and the alteration of the routines of the day to accommodate a calmer snack time. However, the setting does not share with all staff its planning for the future based on the outcomes of its self-evaluation. Staff are appropriately trained and the supervisor ensures regular meetings to provide further professional development and produce planning for the children's learning. The safe and secure environment supports the children. They are happy, motivated and interested and well maintained resources ensure a good variety of activities are available at all times indoors. There is good communication with parents and the induction process provides assurance of the good care their child will receive and enables the children to settle quickly. Good transition systems exist for those children who join the primary school and parents showed appreciation of this process. There are strong links with the school and this enhances the limited outdoor provision, as the pre-school uses the school grounds for certain activities. Liaison with external agencies is undertaken to ensure appropriate provision for all children and the supervisor attends review meetings. Personal education plans are produced by the pre-school for children with specific needs which provides enhancement to the learning opportunities.

The quality and standards of the early years provision

The children are active learners who are animated and motivated, and show positive attitudes to learning. The children develop good social, emotional and behavioural skills through the effective use of the Early Years framework by the adults. Staff support the children's activities well and enhance the learning through conversing with the children so that they use and extend their vocabulary. An adult led activity observed was extending sensory processes and vocabulary and provided the children with hands on experience which the children enjoyed. This enhanced their concentration skills and provided good socialising and sharing skills. Plans are developed at six weekly staff meetings and topics are considered which develop the interests of the children. The variety of activities linked to the topics is motivating and appropriate for age and ability. The promotion of the Every Child Matters outcomes is good. There is emphasis on being healthy and staying safe, which can be seen through the snacks provided and regular reminders regarding hygiene, washing hands and using aprons. There was a strong emphasis on children not eating or drinking the resources they were using to provide the sensory activity of cornflour and water.

The children feel safe and secure and their welfare is considered by all staff. Appropriate measures are in place to ensure the children receive a good start in understanding their own needs. Communication between children and children with adults is easy and provides a settled and calm environment. There is a great deal of sharing and working together which shows a positive contribution to the immediate community. Basic skills are enhanced through adult led activities so that literacy and numeracy skills are developed along with some information and communication technology, all contributing to their future economic well being. Number skills, counting, the properties of shape and the enhancement of vocabulary are all part of the programme which is developed from the Early Years

framework. At the beginning of the day, many children went to the reading area to listen to a member of staff reading one or more of the texts available. Independence is encouraged and activities, such as cutting, sticking and construction work are child-led. Outdoor learning is limited as the area encompasses three sides of the building and is of limited dimensions. Vehicles, such as tricycles are available in the larger third of the designated area but are only manageable with a small number of children using it. Plans are being considered to provide adequate access to parts of the outdoor area to enhance learning but at the moment outdoor work is limited to certain times of the day and often to small groups. On some occasions, the primary school grounds can be used and this enables some enhancement of this part of learning development.

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

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

Leadership and management

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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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

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 registration.

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.