

# Peasmarsh Flying Start Pre-School

Inspection report for early years provision

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**Unique reference number** EY341517  
**Inspection date** 09/07/2009  
**Inspector** Carol Vant

**Setting address** Peasmarsh C of E Primary School, School Lane, Peasmarsh,  
Rye, East Sussex, TN31 6UW  
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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 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**

Peasmarsh Flying Start Pre-School opened in 2006 when it moved from its previous location at the memorial hall. It operates from a purpose-built room, with toilet facilities, within the primary school and has regular use of the school hall.

A maximum of 26 children may attend the pre-school at any one time. There are 33 children on roll. The pre-school is open every week day from 09:15 to 13.00, including lunch club and on Monday, Wednesday and Thursdays from 13.00 to 15.30, during school term-time. The pre-school benefits from a secure outside area for its sole use and children can use the school field under close supervision.

The pre-school employs six members of staff, five of whom hold appropriate early years qualifications. The remaining member of staff is currently studying for a National Vocational Qualification at level 3 in Childcare. The nursery offers a cooked meal at lunch times, supplied by the school kitchen. There is disabled access into the setting and between the inside and outside areas. The setting is registered on the Early Years Register.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding. The very dedicated supervisor leads a well qualified team who provide children with a very welcoming, clean, safe environment where they are given a wide range of play and learning opportunities both inside and in the superb outside play area across all areas of learning. As a result, every child enjoys their time in the setting and makes good progress in their learning and development whatever their age, ability and starting points, and when they leave the pre-school they are well prepared for the next stage in their education. The setting is fully inclusive and makes exceptional efforts to ensure that all parents are fully involved in the learning and development of their children. The pre-school continually evaluates its provision and endeavours to sustain continuous improvement.

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

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

- make better use of links between areas of learning when planning activities

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

Leadership and management of Peasmarsh Flying Start Pre-School is outstanding overall. The extremely capable manager and her enthusiastic well qualified team have a shared understanding that improvement must be a continuous process focussed on achieving the very best outcomes for all children who attend the

setting. They strive to ensure that children receive the best quality provision by constantly examining what they do and endeavouring to improve it. Staff development linked to improving the welfare of the children and improving their learning and development experiences is viewed as being extremely important.

All safeguarding policies are in place and have been updated in line with Statutory Early Years' Standards. The nursery provides all children with a friendly, safe, clean environment, both inside and out, where they can learn and develop well, making exceptional progress in their personal development. All the staff members continually examine what they do and the effect that it has on children's welfare, learning and development. Once areas for improvement are recognised, prompt action ensures that improvement is quickly achieved. The setting makes exceptional efforts to ensure that parents can become fully involved. Regular newsletters keep them well informed and detailed records of each child's progress are available to their parents at all times. So that they could better support their children, parents were offered training to raise their awareness of the Early Years Foundation Stage framework. The response to a recent parental survey indicates a high level of parental satisfaction. A parent wrote, 'It's very well run, clean, great equipment, lovely setting, nice stuff!'

The pre-school recognises that all children are unique and welcomes all children. Any children who may need extra support are quickly identified and because of the good relationships that the pre-school has with external agencies, these children and their families receive the help they need.

Planning is based around topics, according to the season, but also takes account of children's interests. Focussed and spontaneous observations of children while they are playing and by listening to what they say enables staff to plan play opportunities the children enjoy and that enable them to move quickly towards the next stage of their development. However, when play opportunities are being planned more could be done to make links between areas of learning, so that children's preferences, for instance, role play, can be used to improve their learning in their weaker areas of development.

Very strong links with the primary school ensure that children feel comfortable and confident when they move on to the next stage of their education. A parent wrote, 'Both my children have gained with the smooth transition from pre-school to the reception class, helped by the Rising 5s sessions'.

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

The quality and standards of the early years provision is outstanding. The pre-school provides a bright, welcoming and stimulating environment where children develop very good social skills and gain in confidence as they play calmly, happily and purposefully, independently and collaboratively. Staff fully embrace the Every Child Matters agenda and the Early Years Foundation Stage principles. The attractive selection of age appropriate resources is well chosen and easily accessible to the children, encouraging independence and self-selection. Children enjoy a wide range of stimulating play opportunities across all six areas of

learning. They make good progress due to the excellent support that the staff give them, encouraging them and developing their self-confidence. Staff use effective questioning to extend children's thinking and promote their exploration of the environment, both inside and out. Observations build up a detailed picture of the child's preferences and progress that is routinely recorded in individual children's records.

The setting regards the attractive purpose-built outside area as an extension of the learning environment and children are able to move freely between the two. Earlier in the year, the children enjoyed planting vegetable seeds in the small allotment area and, at the time of the inspection, they were harvesting their crops and taking carrots, spring onions and potatoes home for their parents to cook and share with them. Very meticulous hygiene routines prevent infection and ensure a very clean environment. Children are taught to wash their hands, before eating and after toileting. At lunch times they help to set the tables using large placemats with their names on. They then enjoy their meal with the adults, which helps the children to develop good social skills and learn about healthy eating. If parents wish, children can have a healthy, nutritious lunch cooked in the on-site kitchen.

The pre-school makes good use of parents and local residents to enrich children's learning. Following a visit from a nurse, even the youngest children were able to explain that they needed to use sun cream and wear a sun hat on sunny days. They learnt about road safety by rehearsing road crossing with the support of a local police officer.

Although there are currently no children from ethnic minorities attending the pre-school, children have a good awareness of other cultures and religions because they are offered play opportunities and resources that help them to embrace diversity even at this early age. Children enjoy visits to the local area and further afield. The older children were able to talk about their visit to Bewl Water the previous day when they looked at the photos that had been taken on the trip displayed on the computer. They were able to explain why they had to wear life jackets in the boat and what they had to do if the whistle sounded to indicate that somebody was in danger. They particularly enjoyed the ride on the coach, where they wore seat belts, and the time spent in the children's play park. Staff were very impressed by their excellent behaviour throughout the day.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
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?	1
How well are children safeguarded?	1

### 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>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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