

Ninfield and District Pre-School Group

Inspection report for early years provision

Unique reference number	109468
Inspection date	10/12/2009
Inspector	Stacey Sangster

Setting address	Memorial Hall Cottage, Bexhill Road, Ninfield, Battle, East Sussex, TN33 9EE
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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

Ninfield and District Pre-school has been registered since 1972 and provides full day care. It is run by a voluntary committee and operates from a village hall in Ninfield, East Sussex. The setting uses the main hall, a small side room and a cottage annexe with three rooms spread over two floors. The group serves the local community. All children share access to three different outdoor play areas. The setting is open from 8.00 am to 4.00pm Monday to Friday, term time only and is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

A maximum of 28 children from the early years age range may attend the group in the hall and a maximum of 15 children of the same age may be cared for in the cottage annexe at any one time. The setting may care for children from the age of 2 to the end of the Foundation Stage. There are currently 27 children aged between 2 and 4 years who attend the setting. The setting supports children with special educational needs and/or disabilities. The pre-school employs seven members of staff, five of whom hold appropriate early years qualifications. One member of staff is undertaking a degree in early years education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is extremely well organised and skilled at focusing on developing the areas which have the greatest impact on children's experiences. Effective systems are in place to reflect and review the practices of the setting and identify ways of continually improving what they offer the children. This is recorded in a self-evaluation document which is used well and is frequently added to. All children make very good progress in all areas of learning. Documentation and recording systems are very effective in supporting the staff's monitoring of children's progress. Resources are used exceptionally well and the dedicated professional attitude of the staff ensures that children's welfare is always ensured. The setting is very skilled at identifying areas for improvement and both the committee, manager and staff team as a whole are focused on driving improvements and contributing ideas which will ensure the continuing enhancement of an already high quality setting.

What steps need to be taken to improve provision further?

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

- monitor the children's progress to determine the setting's success in relation to the delivery of the six areas of learning
- develop systems to more fully include parents and other providers in the processes to inform children's assessment and plan for their progress

The effectiveness of leadership and management of the early years provision

The staff, committee and management work extremely well together to provide a cohesive group with a clear vision for the future and a commitment to putting children's needs at the heart of all that they do. Safeguarding is effective and children are kept safe as a result of robust recruitment procedures, arrangements to monitor visitors, the security of the premises and the attention to minimise risks and teach children how to behave and act safely. Policies and procedures ensure that staff are aware of what to do if they have any concerns about a child in their care.

The setting have completed comprehensive self-evaluation which they use to reflect on their practice. The document clearly identifies plans for future changes which will enhance the service and improve on what they already do well. All staff are involved in the process and discussions about ideas for developing the setting are routinely discussed at staff meetings. There is a very strong and effective commitment to continual improvement and the arrangements for reviewing what they do are fully embedded in the routines of the setting.

Highly motivated staff work together to ensure that regular training is attended and cascaded throughout the staff team to ensure that everyone is kept up to date with new ways of working and of good practice. Systems are put in place to support staff's professional development and information about the Early Years Foundation Stage is displayed in easy to follow and helpful formats around the rooms. These displays provide a useful working tool, which all staff can refer to and also supports students' and parents' awareness of, for example the types of play that children might engage in to promote each individual area of learning.

Planning is agreed at meetings where staff discuss children's progress and identify specific targets and next steps for individual children. The arrangements for observing and noting children's progress are extremely effective as staff refer to a white board on which each child's key worker has identified the specific areas that they wish to monitor. The relatively small size of the group and the close working relationships between the staff ensure that all adults have a clear idea of what every child can do, where they are in their learning and what they need to concentrate on next to support their future development. Due to the clear understanding each member of staff has about every child's progress, all staff contribute observations of significance, which the child's key worker then collates and weaves together to form a detailed assessment and record of their progress. Staff are aware of the children's strengths and weaknesses in each of the six areas of learning. Planning shows that there is a good balance in the focus between the six areas of learning. Regular changes are made to the planning to ensure that the focus is always linked closely to the changing needs of the children. Children's progress is monitored individually, but no checks are carried out to monitor the success of the delivery of the six areas of learning as a whole. The setting are receptive to ideas to enhance what they already do well and show a commitment to devising a simple system which will enable them to do this in the future.

Staff are confident in their ability to introduce and explore any of the six areas of learning, irrespective of the resources a child might choose to use. As a result children are encouraged to make free choices from the wide range of well organised, good quality resources. The staff are imaginative, creative and committed to promoting learning through fun, enjoyable and stimulating activities. They not only are very knowledgeable about how different children learn, but are committed to tailoring experiences for each child's individual learning style. Staff know what motivates and interests different children, for example, while some children are happy to practise mark making and letter formation with pens and paper, other children develop the same skills through using sticks in the sand tray. Staff are highly skilled, when working with a group of children at activities, at focusing on completely different aspects of learning for each child. This results in excellent use of staff time as they successfully juggle the differing needs of groups of children enabling them to make progress at their own rate.

Children with special educational needs and/or disabilities are supported well, Picture cards are used to help all children understand the routines of the day and provide additional support to children with speech and language delay, less confident children and those who do not speak English or who speak it as an additional language.

Partnerships with the local school, training providers, day care support groups and health and education agencies linked to the local authority are exceptionally good. The setting is considering ways to establish better links with other EYFS providers who share the care of a small number of children who attend the setting as currently the partnership between the setting and this group of colleagues is limited. The setting has engaged parents fully in most aspects of the provision. Parents chair and run the committee, support fundraising events enthusiastically and contribute resources and support children with topic work. The partnership with parents in relation to children's welfare is strong and there is an excellent two way exchange of information which support both sides in meeting children's changing care needs. Information about children's education is shared regularly, but the exchange is less frequent and systems are less well established. The information tends to be shared predominately by the setting. The setting have recently attended training workshops relating to sharing educational information and recognise that sharing details of the next steps they have identified for each child with their parents, and asking for details of what the parents observe children doing at home, makes for a fuller and more accurate assessment, as well as supporting their development more fully.

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

Children learn how to keep themselves and each other safe as they receive gentle reminders from staff about how to behave and the correct way to use equipment. They are guided to consider the impact of their actions and to take care to avoid action that might hurt others, such as waving their shepherd crooks when lining up to do the Nativity play, or leaving something on the floor, where it could be tripped over. Staff, good humouredly, encourage children to explore their thoughts about

what might happen, for example if they wriggle and fall off their chair during the performance. Children consider that they might bump their heads or that 'the mummies and daddies won't be able to see them all'. By encouraging children to discuss the possible outcomes, they are more focused on what is being said and begin to recognise their own role in keeping themselves safe. Staff are particularly skilled at engaging the children in discussions about safety in a way that does not worry them.

Hygiene routines in the setting are well established and children quickly develop good hand washing habits. They are praised for remembering to cover their mouths when sneezing and coughing and are encouraged to wipe their own noses and dispose of tissues in the bin. Some older children are observed to do this without prompting. Children have regular access to the outdoors and play in the fresh air frequently. They show excitement on observing that it is not raining and this means that they can "have a lovely time outside". The children have access to three outdoor play areas, a tarmac area at the rear, a very well equipped and wood chipped area to the side of the building and a front garden with grass areas, shade and a willow den with long tunnel.

Children make healthy choices about what they eat and drink and staff discuss healthy eating both routinely and as part of specific topics. A favourite annual event sees the children visiting local shops to buy salads and other items for a ploughman's lunch which they prepare and serve to parents, friends and invited members of the local community. Children develop their social skills as they work together to produce the meal, greet their guests, serve the food and then present them with their bill at the end. Events such as these are very well supported by the parents and local community. As well as being a fun event, linked to healthy eating, it allows children to take pride publicly in their achievements and to receive praise and encouragement from people important to them. Imaginative activities such as this help the children to develop high levels of self esteem; it supports them in building confidence and establishes very positive links with their local community.

Children learn about other cultures by sharing images and stories of holidays, travel and details of other countries staff and children have lived in. There is an emphasis on respecting each other's differences and acknowledging the similarities between people. Festivals and celebrations which are relevant to the children are celebrated and introductions to other faiths, cultures and beliefs concentrate on those which staff feel will have meaning for the children and which they can make a personal connection with. Children very much enjoy their time at this setting. They are nurtured and cared for within an environment rich in opportunities to extend their knowledge and develop and build on their skills. Relationships between children and staff are warm and caring. Staff spend time listening to children and encourage them to share their ideas. Staff facilitate children's learning very effectively through play. All children appear to be fully engaged, happy, relaxed and to enjoy the learning experiences. In this setting the care and dedication of the staff ensures that each child makes good progress towards the early learning goals in relation to their starting points, capabilities and interests. The children are provided with the tools to explore and investigate for themselves. They are encouraged to become active learners, who think creatively and critically.

Children have good opportunities to work independently and with each other.

Behaviour is very good and children understand the simple codes of behaviour that help them to get on with each other and create a harmonious atmosphere within the setting. Staff are excellent role models, not only openly showing care for the welfare of the children but for each other and visitors. The setting prides itself on its strong links with the local community and the support that it receives reflects the affection with which the setting is regarded by local people. Children's future economic wellbeing is promoted and fostered through the practical experiences that enable them to develop skills which will help them in school and their communities. Recent changes to the promotion of numeracy and problem solving with older children has resulted in staff noting a very positive impact in the interest and ability of the younger children. Having observed this effect, the setting are keen to repeat this in other areas. Children have good access to a wide range of Information Technology programmes which they enjoy and the setting regularly buy and borrow new and exciting resources to ensure that children have access to the latest equipment to support their learning.

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?	2
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	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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