

# Ashurst Wood Community Pre-School

Inspection report for early years provision

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29/01/2010

**Inspector**

Lisa Toole

**Setting address**

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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*.

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## Description of the setting

Ashurst Wood Community Pre-School opened in 1971 and re-registered in 2009 due to a move to new premises. It is managed by a parent committee. It operates from a classroom in Ashurst Wood Primary School, near East Grinstead, West Sussex.

A maximum of 20 children may attend the pre-school at any one time and the pre-school is registered on the Early Years Register. The pre-school is open each weekday from 09.00am to 12.00pm during term time only and there is a lunch club on a Monday and Thursday until 1.00pm. All children share access to a secure enclosed outdoor play area.

There are currently 17 children aged from two to under five years on roll. Of these, 14 children receive funding for the provision of free early education. The pre-school supports children who speak languages other than English.

There are four members of staff, two of whom hold appropriate early years qualifications and one who is in training.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are well cared for and make progress in their learning, as they progress towards the early learning goals of the Early Years Foundation Stage (EYFS). Staff plan a varied curriculum but do not always take account of children's next steps for learning in their planning or fully encourage children to play a dynamic role through child-led activities. They are able to feel safe and confident because of the care they receive from staff, who are attentive, positive role models. The pre-school has a positive attitude towards improvement and has begun to evaluate its provision to improve the outcomes for each unique child.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- make a record of risk assessments for in and outdoors clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. 28/02/2010

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

- update the record of risk assessment to include any assessments of risks for outings and trips

- improve the two-way flow of information with parents to promote a shared understanding of children's individual needs
- develop partnerships in the wider context, in relation to other childcare settings the children attend to promote the integration of their care, learning and development
- develop the planning and teaching methods to increase opportunities for children to play a more dynamic role in their learning and development
- ensure that children's starting points and next steps for learning are being clearly identified through observation and assessment and used in leading future planning.

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

Steps are taken to ensure children are kept safe and secure within the pre-school and staff ensure they are closely supervised at all times. All of the staff have a clear understanding of their role and responsibilities regarding safeguarding and child protection and ensure accident and incident records are appropriately maintained. Basic risk assessments have been carried out for outings and some aspects of the premises, but these are not comprehensive, do not include outdoors and do not meet the requirement of the EYFS. This has an impact on how well they are able to safeguard children. Appropriate vetting procedures are in place to protect children and staff follow clear procedures regarding the collection of children, to ensure they are only collected by authorised persons. All other documentation is in place and is maintained appropriately. Staff work well together as a team, creating a harmonious environment where there is generally a sense of purpose and fun. Staff and the committee have begun to evaluate the pre-school's provision to identify priorities for improvement and they are keen to enhance the play and learning opportunities for children further. Parents' views are sought about how they feel about the care their children receive and open mornings, newsletters and informal discussion help maintain these positive partnerships. At present, parents and other settings children attend are not fully involved in their children's learning, through effective partnerships, to promote a shared understanding of the children's needs. This is to help ensure each individual child is supported in line with their developmental and care needs, as well as their interests and preferences.

The pre-school make effective use of the available space within the school, for example, by using the hall for music and movement and the garden for growing their own flowers and vegetables. They have created a bright, child-friendly and welcoming environment, where equality of opportunity is promoted, through equipment, activities and visual images around the room. Children are able to make some independent choices about what they do and play with during the morning because staff organise some equipment at a low level and provide children with laminated cards to show them other resources that are available to them.

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

The children arrive and settle confidently into the pre-school each morning. They are able to self-register, which helps them gain a sense of belonging, as well as promoting their independence. They chat confidently, play well together and their behaviour is good. Staff have a satisfactory knowledge and understanding of the EYFS and the six areas of learning; this helps them plan and provide a broadly effective curriculum. Some activities, particularly the planned focus activity, are somewhat adult-led and this inhibits children's opportunities for challenge and playing a fully dynamic role in their learning. Staff use some of the children's ideas to extend their play and learning, for example, when children take delight in choosing to repeat a floating and sinking activity, with staff supporting them as they investigate which items they find around the room will float. During an activity creating bubbles by blowing coloured water, children comment how they can see rainbow colours, showing delight and wonder as they do so. However, staff do not always sufficiently consider their key children's next steps for learning during the planning process because effective observation and assessment systems are not, at present, completely successful.

Children are able to begin to develop important skills for the future, for example, by using everyday technology equipment such as a computer. The rising fives session each week is used to help children begin to learn skills needed for school, such as mark making, getting dressed and undressed for physical play and being confident learners. All of the children benefit from being able to develop a sense of how to stay safe, through topic work about fire safety and through every day experiences such as using the outdoor play equipment in the school playground. Good opportunities are provided each day for children to learn about adopting a healthy lifestyle. They are encouraged to eat healthily and drink plenty of water, cover coughs and sneezes and wash hands routinely. All of the staff hold appropriate first aid certificates and act as positive role models by ensuring the environment is clean and well maintained. Children participate in daily physical play, whether it is in or outdoors, learning about the effects of exercise on their bodies at the same time. Children show good levels of self-esteem and have strong relationships with their peers and adults in the pre-school. They are able to learn about equality and diversity through planned activities, celebrating religious and cultural events during the year. Parents also come in and share their personal culture, languages and religions to help children learn positive messages about the social world around them, as well as respect for each other.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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