

Cuckfield Pre-School Playgroup

Inspection report for early years provision

Unique reference number 113454
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Inspector Chris Mackinnon

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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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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

Cuckfield Pre-School Playgroup has been registered since 1992. It operates within The Youth Club in the village of Cuckfield, West Sussex. The group opens from Monday to Friday during school term times. Sessions are from 9:15am until 12pm, with extended mid-week sessions from 9:15am to 12:45pm on Tuesdays and Fridays. During the summer term afternoon sessions are offered until 3.15pm.

The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 26 children under eight years may attend, all of whom may be in the early years age group. There are currently 60 children on roll and all are in the early years age group. The setting supports children with special educational needs and/or disabilities. There is a staff team of 11 and all have childcare qualifications, with two staff at degree level and working towards professional status. One staff member is currently training.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The pre-school is consistently well organised, with highly skilled staff providing excellent support for individual children's welfare and development. Children benefit greatly from the pre-school's highly stimulating play environment, which makes excellent use of outdoor learning and resources.

Children's learning progress is excellently supported by a range of highly stimulating and well planned activities, with many opportunities for child-led play. The pre-school has established close links with other carers and parents are well included and can take part in the play programme. The pre-school is highly confident in its use of self-evaluation and promoting improvement. Staff are strongly committed to maintaining high quality childcare and learning.

What steps need to be taken to improve provision further?

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

- developing the provision of diversity learning opportunities within the play programme

The effectiveness of leadership and management of the early years provision

The pre-school is a long established childcare setting, with a well trained and experienced staff team. The organisation and management of the nursery is highly effective and provides an excellent programme of play and learning, to promote children's progress and achievement. The pre-school staff are committed to providing quality care and have worked well to maintain the outstanding

judgement received at the previous inspection. To support effective leadership and management the pre-school recently undertook two quality assurance and practice audits, organised by West Sussex; the results of these pilot programmes have been used well to inform the pre-school's improvement and self-evaluation elements. Children are effectively safeguarded within the pre-school by the vigilant and well-organised security measures in place. Clear and consistent records and documentation are kept and detailed risk assessments are used to effectively support children's safety. All nursery staff have attended training in child protection and have a consistent awareness of safeguarding practice and procedures.

The pre-school's organisation and support for children's welfare and development is highly consistent. There are notable strengths in the pre-school's key person system and excellent use of group learning sessions. An outstanding feature of the pre-school is the successful presentation of an engaging and highly stimulating learning environment. Children make good use of exciting and well presented play resources, particularly to develop their problem solving and social skills. Children are consistently encouraged to explore the play environment and create their own play and learning. The nursery makes excellent use of its outdoor area for a wide range of learning experiences; the overall accessibility and variety of play materials provided, has a significantly high impact on children's development and learning.

The pre-school staff show outstanding confidence in their application of reflective practice and self-evaluation. Staff make excellent use of a range of methods to successfully assess the play programme and their support for individual children. Frequent staff meetings are held to examine the effectiveness of activities and consider changes. The staff have successfully completed the Ofsted self-evaluation document, which has a full and detailed account of areas identified for development. Senior staff show a strong ability to guide and oversee all aspects of practice and the maintenance of quality within the setting.

The pre-school is consistent in its support for children's understanding and awareness of equalities and diversity. Children are effectively provided with activities to help them learn about other cultures and peoples differences. The pre-school's rich play environment is also well used, with a good selection of diversity based play resources and materials. The staff have identified potential development opportunities within their provision of diversity and this noted as an area for considering further improvement.

The pre-school has established effective links with other carers and local play settings. Key persons take a close interest in their individual children's backgrounds and are highly consistent in their close working and information sharing. The pre-school's partnership with parents is also highly organised. Parents benefit greatly from well presented information on their children's development and learning progress. Parents are also invited to take part in the pre-school's well organised parent helper rota and are encouraged to contribute to the play programme.

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

The pre-school's organisation of learning development is highly effective and an outstanding aspect of the planned play programme. Staff provide a consistently stimulating and challenging range of play themes and topics, which successfully explore and support the six areas of learning. The organisation of resources and the play environment is effectively planned, with children's own interests and play ideas well included. The pre-school shows considerable expertise in their methods of linking the assessment of children's learning, with the planning of activities. The system used is highly effective in its benefits for individual children and the promotion of their next steps in learning.

The quality of teaching and promotion of children's enjoying and achieving is exemplary. Children benefit greatly from their contact with staff, who skilfully use questions to extend their learning. Staff are highly effective in their understanding and promotion of children's interests and support for imaginative and creative play. The pre-school staff demonstrate a high level of capability. They provide a good balance between supporting child-led free play activities and more focussed group learning sessions. The pre-school has a definite strength in its observation and assessment of individual children's learning. Well detailed folders are kept for each child, that records their learning journeys and progress through the development stages. Clear and detailed notes are made regularly, regarding children's engagement in activities and future learning needs. Input from parents is well used and included in the children's records of achievement.

The pre-school pays close attention to promoting children's growth and healthy development. The staff successfully support children's independence with cleanliness and their awareness of healthy eating. Children have many learning activities linked with foods; food preparation and cooking are included in the play programme. A well organised range of procedures are in place to keep children safe and secure. Staff carry out daily checks of the premises and play equipment. The organisation of the pre-school's risk assessments is thorough, covers all areas used and is regularly reviewed. Staff also provide close supervision during outdoor activities and when the children are active or learning in groups.

Staff are highly effective in encouraging children and supporting their confidence. Staff provide close and considerate care, which helps individual children feel included and able to enjoy their play. Consistent support is provided to encourage children's social learning and their ability to share and take turns. Staff are particularly effective in providing activities where children can play together and learn with others; for example, during role play and at story times.

The promotion of children's future skills is outstanding and staff do excellent work to provide positive learning outcomes for all ages attending. Children's communication and their use of speech and language are highly consistent and they have many opportunities for mark making and developing their writing. Staff frequently read books and explore stories with the children that support learning themes, such as, where does milk come from and where do we find caterpillars.

Staff are highly attentive in promoting children's problem solving and learning about numbers and size is well featured in the play programme. Children's creative development is well promoted with painting, cutting and making activities. Children are given frequent opportunities to be expressive particularly with music, sounds and movement.

Children use the pre-school's well prepared play environment with confidence and become involved in frequent child-led play. Staff are highly supportive of the children's ideas and successfully encourage their imaginative instincts. Children's physical development benefits from many opportunities to be active; children enjoy climbing, balancing and building structures and obstacle courses outdoors. Staff work consistently to widen children's knowledge and understanding of the world. Parents and visitors make regular presentations to the children, to widen their awareness and interests. Children's fascination with mini-beasts and insects is used well to encourage learning about nature, growing and the seasons.

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

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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