

Stone Cross Independent Pre-School

Inspection report for early years provision

Unique reference number	109525
Inspection date	12/02/2010
Inspector	Clementina Ogunsanwo
Setting address	Stone Cross School, Adur Drive, Stone Cross, Pevensey, East Sussex, BN24 5EF
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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

Stone Cross Independent Pre-School opened in 1999. It operates from a self-contained unit attached to a primary school in a residential area of Stone Cross close to local shops. The unit consists of a play room, toilets and kitchen area. A maximum of 22 children may attend at any one time. The group opens five days a week during school term times. Sessions are from 9.15am until 11.45am and from 12.15pm until 3pm. All children share access to a secure enclosed outdoor play area. There are currently 55 children from three to under five years on roll, 53 of these children receive funding for nursery education. Children come from a wide catchment area. The setting supports children with special educational needs and/or disabilities. It also supports children who speak English as an additional language. There are six members of staff working with the children. Three staff have a National Vocational Qualification at level 3 and the other three members of staff are working towards the same qualification.

The setting is registered on the Early Years Register and liaises with the primary school which facilitates the smooth transition for children who attend the primary school. The setting is on the ground level which facilitates access for children who may have special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Stone Cross is a good pre-school. Children's learning and development are promoted well in a stimulating and caring environment. All children are included in the range of activities, use of equipment and local trips. Parents and carers are confident about the quality of care and support their children receive as shown in one comment by a parent 'It is brilliant, my child is making good progress and is always happy to come'. The pre-school is well resourced and has a good capacity to improve.

What steps need to be taken to improve provision further?

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

- extend the use of the outdoor environment to further support children's play opportunities by ensuring the free flow of activities from the indoor to the outdoors
- provide sufficient opportunities for the more able children to solve simple problems which involve number and to segment letter sounds to form three or four letter words.

The effectiveness of leadership and management of the early years provision

The dedicated leadership and management ensure that policies are well maintained and use them in the good care and education of the children. Safeguarding procedures are secure and risk assessments are carried out on a regular basis to protect the children. The premises are secure, with controlled visitors' access and exit to ensure the safety of the children. Staff's good availability of training programmes and the regular performance management systems assist leaders and managers in driving improvement and promoting inclusion. Partnership with others is good. The pre-school's positive links with external agencies for specialist advice and support is improving the quality of staff's interaction with all the children including those with special educational needs and/or disabilities. Additional links with the local authority's early years service is helping to improve the quality of provision and secure additional funding for extending the range of resources. Self-evaluation is good. Staff work well as a team and take collective responsibility for the care and education of the children. The setting is well resourced and makes effective use of resources to promote children's learning opportunities. Children use the outdoor environment for creative and role play activities. However, the potential of the outdoor play environment in ensuring the free flow of activities between the indoor and outdoor environment is not fully maximised. Leaders are aware of the need to improve this and have promptly highlighted this as one of the areas for development. Partnership with parents is outstanding. The pre-school maintains positive links with parents who provide valuable background information which assists staff in planning for the care and education of the children. Parents' active contribution to assessments of their children's progress assists staff in addressing the individual needs of the children well. Planning has improved since the previous inspection. It is now detailed and covers all areas of learning. Staff use information from their ongoing assessments of children well to plan a wide range of interesting activities in response to the identified steps for children's learning. Leaders have effectively addressed the issues identified during the previous inspection.

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

The pre-school provides a wide range of interesting activities which sustains the children's interest. For example, children enthusiastically undertake a range of creative expression activities such as colouring on fabric, sticking to make 'seahorses' and 'starfish', all of which are beautifully displayed in the play rooms. A wide range of children's completed work is individually labelled with their names which develops pride in their work. Consequently, children are happy and confident, which is demonstrated in their exciting discussions about their completed work. For example, one child stated 'I have money in my money box' following a construction made from coloured bricks. Regular circle time sessions during which staff lead children in action songs and musical movement sessions make learning meaningful. Story sessions are fun with children listening with interest. Mealtimes are an enjoyable social event with children demonstrating

increasing levels of independence in setting the table and pouring drinks during snack times.

The children confidently approach staff and respond positively to the staff that care for them. Staff's active involvement in the role play sessions and active discussions during these provide the children with meaningful learning opportunities and extend their play. As a result, children are making good progress towards the early learning goals. For example, children are able to identify the initial letter sounds of their names and one child confidently counted up to 19. However, the needs of the more able children are not developed further through the provision of activities to develop their problem solving and phonic skills through sequencing three and four letter words.

Staff carefully use the information from previous assessments of what children know and can do to carefully plan activities that take them to the next stage in their learning. Promotion of equality and diversity is good. All children, including those with special educational needs and/or disabilities have equal access to activities and use of equipment. The celebration of Chinese New Year through purposeful activities such as making Chinese flags and eating noodles with chopsticks are developing children's awareness of other cultures. Behaviour is good. Children play well together and enjoy each other's company. They make good use of the nearby primary school's hall for physical exercise sessions which develops their awareness of the benefits of an active lifestyle. They have valuable opportunities to positively contribute through acting as 'helpers' and by local visits to the recycling centre to sensibly dispose of recyclable products. Children have continual access to clean drinking water and are provided with a healthy selection of fruit, milk and water during the enjoyable snack times. Purposeful discussions about the importance of keeping safe during trips are developing children's good awareness of safety. Staff supervise children well during activities which promote their safety and well-being.

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	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	2
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	1
The extent to which children develop skills for the future	2

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