



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 507907

DfES Number: 513364

### INSPECTION DETAILS

Inspection Date 09/12/2004  
Inspector Name Susan McCourt

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Alfriston Pre-School  
Setting Address Alfriston War Memorial Hall  
The Tye  
Alfriston  
East Sussex  
BN26 5TL

### REGISTERED PROVIDER DETAILS

Name The Committee of Alfriston Pre-School

### ORGANISATION DETAILS

Name Alfriston Pre-School  
Address War Memorial Hall  
The Tye  
Alfriston  
East Sussex  
BN26 5TL

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Alfriston Pre-School was registered to provide sessional day care in 1971 and is run by a voluntary management committee as a registered charity. It operates in the Memorial Hall in the centre of the village of Alfriston and is open to children from the wider community.

The pre-school is open from 09:30 to 12:30 on Mondays, and from 09:30 to 12:15 on other weekdays excluding Wednesdays, in term time only. A lunch club operates until 13:15 except on Mondays. The group is registered to care for 24 children aged from two to four years. There are currently 20 children on roll, of these, 7 are funded. The setting provides support for children with English as an additional language and for those with special needs.

The setting uses a large hall, with adjoining kitchen and toilets. The outdoor area is mainly used in the summer months.

There are five members of staff, two of whom are qualified and a further two are in training. The pre-school receives support from the Early Years Development and Childcare Partnership and is a member of the Pre-school Learning Alliance.

### How good is the Day Care?

Alfriston Pre-school provides good quality care for children. The committee and supervisors work closely to ensure that policy and practice are regularly updated, and staff attend training whenever possible. The hall provides an interesting place to play and staff have created a stimulating learning environment. The pre-school is well-equipped although storage facilities limit children's choices.

The staff pay close attention to children's safety and carry out daily checks of the building. Hygiene practices related to toileting and meal times are good, but children share water in art and cooking activities. Staff offer healthy snacks and the lunches prepared by parents are well-stored, with meals eaten in a social atmosphere. Staff are committed to equal opportunities and work closely with parents to ensure that all

children's needs are met. Staff receive regular child protection training and are aware that the welfare of the child is paramount.

Staff work closely with parents to ensure that children are well-settled and confident in the group. Staff have established a good routine to allow for free play and adult-led activities with small and whole group times. A good range of activities is on offer including local outings and visitors from the community. Staff plan together, and make regular assessments of children's achievements. The toys and play equipment reflect the diversity of the community, but the posters and pictures that children see do not reach the same standard. Staff give clear messages to children about the rules of the group, and demonstrate great insight into the children's stage of development. They give praise and encouragement and children are well-behaved as a result.

Parents can be involved at every level. The committee is made up of parents and they are welcome to act as helpers or bank staff on a daily basis. Staff are available to talk with parents about their child's progress and all policies and procedures are on display.

#### **What has improved since the last inspection?**

There were 11 actions set at the last inspection, mainly to improve policies and procedures. These have all been met and the chairperson and supervisors continue to review the provision on a regular basis to ensure that they comply with the national standards.

#### **What is being done well?**

- The committee and staff are committed to staff development and ensure that they attend regular training courses and workshops. Staff meetings are used to share ideas from training to ensure that good ideas are brought into the group's practice.
- Staff work very closely with parents to ensure that children settle in. Parents can stay with their child for as long as they wish and staff show great insight into each child's needs. This ensures that children are confident and happy in the group.
- All aspects of the room and activities have been subject to a risk assessment and a daily checklist is followed to ensure children's safety. Staff are vigilant and they support children to follow the safety rules, giving explanations so that the children understand why.
- Parents can be involved in all aspects of the pre-school. The committee is made up of parents and they also act as bank staff and helpers. All policies and procedures are on display and curriculum information is given along with a newsletter. The staff organise parent's evenings to discuss children's progress and there are social events too.

**What needs to be improved?**

- the accessibility of play equipment
- the hygiene facilities during cooking activities
- the images of diversity

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?****The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
7	ensure good hygiene practices are in place regarding hand washing during cooking activities
9	increase the images of diversity on display in the group
5	improve children's access to equipment

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for nursery education at Alfriston Pre-school is acceptable and of good quality. Overall children are making generally good progress towards the early learning goals with very good progress in some areas of learning.

The quality of teaching is generally good. All staff help with planning and activities are well-organised. There is an excellent system for monitoring children's progress related directly to the stepping stones. Staff know the children well and key-workers use their knowledge of the individual child's development when playing alongside them, but there is no evidence of its use in subsequent planning, which reduces the effectiveness of plans.

The leadership and management are generally good. Senior staff work alongside staff and the management team is committed to further development and improvement of the provision. Staff can attend training and workshops to develop their skills and have regular appraisals.

The partnership with parents is very good. Parents can be involved in all aspects of the group, including its management and staffing. All documentation is available and there is a folder of information of general interest to parents including ideas for activities at home. Parents contribute to baseline assessments.

### What is being done well?

- Staff have devised an excellent system for noting children's achievements. This ensures that children's progress through the Foundation Stage is closely monitored.
- The staff and committee are very enthusiastic about their work and are continuously looking for ways to improve and enhance the pre-school. Staff are encouraged to share ideas and they work closely together to ensure that the systems work for the benefit of the children.
- Children develop close links with the community. Local people visit the group to talk about their job or their culture. Visitors also include those with a hearing or visual impairment so that children have first-hand, authentic experiences. Children also join in with the pre-school's role in village festivals and events.
- Staff know the Foundation Stage well. They use natural opportunities to make links across the curriculum and increase children's learning while they play.

**What needs to be improved?**

- the links between assessments and subsequent planning
- the opportunities for children to practice their writing, particularly for different purposes.

**What has improved since the last inspection?**

Improvement since the last inspection is generally good. There were two issues raised: the continued development of planning and the continued development of curriculum information for parents.

Parents now receive copies of the medium term plans, and the short term plans are on display. Parents can also access a folder of ideas for activities to be carried out at home, and support for teaching generally.

The planning system is still being developed. Staff bring in new ideas from training and they work together to ensure that the system works for everyone, including the children.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are given excellent support to settle in the group. They concentrate well in self-chosen activities and persist in achieving their aims. They get absorbed and fascinated by what they do and show pride in their achievements. Children help to tidy up and share, take turns and co-operate. Children are familiar with the rules of the group and are well-behaved, receiving praise and encouragement from staff. Children state preferences and chat with each other about events and their families.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen and take turns to talk with the large group. Children's vocabulary is well-developed in a variety of activities and staff are attentive to all children's attempts to communicate. Children enjoy stories and look at books spontaneously. Children bring in objects that begin with the letter of the week and make connections between sounds and letters. Children have numerous mark-making activities, though they are not always encouraged to write, especially for different purposes.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn to count up to 10 and beyond. They recognise numerals and can match objects. They use counting in practical activities such as cooking. Children enjoy using the mathematical table, with toys such as addition-scales and size puzzles. Children recognise simple shapes and patterns and learn about capacity and measurement in practical first-hand activities. Some maths activities lack challenge for more able children.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children observe the changes in their environment and learn about differences, growth and how things work. They take part in a variety of large and small constructions including group collages. Children enjoy using a variety of technological toys skilfully and safely. They know the days, months and seasons and look at past photographs. Children learn about other cultures when visitors attend to share their experiences as well as in projects. Children also take part in village festivals.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move confidently around the space and when using equipment such as the climbing frame. They develop a variety of physical skills in well-planned activities and use them further when taking part in physical tasks such as tidying up. Children learn about how their bodies work and about staying healthy in topic work as well as within the daily routine. They develop their small muscles using a variety of tools and equipment, as well as in craft and cooking activities.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children enjoy exploring a variety of materials and textures and mix them to create different effects, although they are limited by the lack of access to materials. Children take part in the regular singing times and suggest songs they know well. They join in with actions and enjoy rhythm and beating time. Children use their imagination well, recreating family life in the home corner and taking part in simple plays. Children use their senses to explore their environment.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- ensure that assessments are linked to subsequent planning
- increase children's writing opportunities, particularly for different purposes

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*