



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 511227

DfES Number: 520785

### INSPECTION DETAILS

Inspection Date	18/11/2003
Inspector Name	Alison Weaver

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Ripe & Laughton Pre-School
Setting Address	Laughton Village Hall Church Lane, Laughton Lewes East Sussex BN8 6AH

### REGISTERED PROVIDER DETAILS

Name	The Committee of The Management Committee
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### ORGANISATION DETAILS

Name	The Management Committee
Address	Laughton Parish Hall Church Lane, Laughton Lewes East Sussex BN8 6AH

## 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

Ripe and Laughton Pre-school opened in 1979. It operates from a village hall in a rural area close to a local primary school. The group has the use of one main hall, a smaller room, kitchen, and toilets. There is an outdoor area available. The group serves a wide catchment area including nearby villages.

There are currently 17 children from 2 to 4 years on roll. This includes 7 funded 3 year olds but no funded 4 year olds. Children attend for a variety of sessions. The setting does not currently support any children with special needs, or any who speak English as an additional language.

The group opens four days a week during school term times. Sessions are from 09.10 until 12.00 on Mondays to Thursdays. There is also an additional session on Wednesdays from 13.15 until 15.20 for children who attend school part time. During the summer term the group has a 'rising 5 session' on Wednesdays from 13.00 until 15.30.

Three part time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Ripe and Laughton Pre-school provides satisfactory care for children.

The staff are enthusiastic and show commitment to improving practices. They work well together as a team. Weekly meetings ensure that all staff are clear about their roles and responsibilities. They are fully involved in planning a range of interesting activities for the children. The use of the shared premises is effective and overall there is a high level of safety awareness. There is a strong emphasis placed on keeping the equipment and environment clean.

The staff manage children's behaviour appropriately. They relate well to the children,

praising and encouraging them. They develop children's confidence and independence in a variety of ways. This results in the children being very confident in the group. Children are able to choose from a broad range of toys and equipment which they enjoy playing with. This equipment will be improved by the provision of resources which promote equality of opportunity.

Parents are kept well informed about their child's progress and their views sought. They are provided with a wide variety of written information about the group. Some of the documentation needs to be reviewed and updated where necessary. Parent involvement is encouraged through the helper rota and the running of the committee.

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

This is not applicable.

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

- Children are very settled and happy in the group. They play well both independently and with others. They are very well behaved.
- Children's independence is developing well through ways such as the self service drinks table and tidying up. Staff successfully teach the children about good personal hygiene practices.
- The staff are friendly and approachable. They create a calm and relaxed environment with clear routines for the children.
- The use of the 'Initial Child Profile' and 'Home Pre-school book' are very successful ways of gaining parents views about their child's development. The written material given to parents is very clear and comprehensive. The noticeboard is also a helpful way of keeping parents informed about the group's practices and activities.

#### **What needs to be improved?**

- documentation, to ensure it reflects the practices of the group
- health and safety, with regard to the nappy changing area
- the provision of resources that show positive images of race, culture, gender, and disability.

#### **Outcome of the inspection**

Satisfactory

## 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
4	Review the use of the nappy changing area.
9	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.
14	Review the policies to ensure that they reflect the current practices of the group.

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

### How effective is the nursery education?

Ripe and Laughton Pre-school provides a warm, caring environment for children. The provision is acceptable and of good quality overall. Children are making generally good progress towards most of the Early Learning Goals, however there is a significant weakness in the area of mathematical development.

Staff develop good relationships with the children and interact well with them. Overall the quality of teaching is good and staff know the individual child. However sometimes opportunities to challenge the children are missed. This could be seen at snack time where children could have been more involved with this activity promoting greater independence. Staff are good role models. Children are treated with respect and they respond positively to this. The planning is satisfactory although does not reflect fully the use made of outdoor play. Useful assessments are made and used to plan the next stage of the child's learning.

The staff work well together as a team. The supervisor has extensive knowledge of the stepping stones towards the early learning goals and is supported by the other staff. The group are led by a parent committee who have recently been elected and are coming to terms with their responsibilities. They are however supportive of the staff team.

The partnership with parents is generally good. Parents are encouraged to be involved and regularly assist during sessions. There are missed opportunities, however, for parents to be involved in the learning experiences during the sessions with limited information on how they could challenge children and aid their development. There is extensive paperwork available to parents regarding the running of the group. Information is available about the stepping stones but this could be enhanced and extended to enable parents to have a clearer understanding of the desired outcome of each session.

### What is being done well?

- The staff team work well together and communicate positively. They are aware of the needs of the individual children and give them time to settle.
- Children are confident and their self esteem is boosted and positive relationships are formed.
- There are many opportunities for children to practise their writing skills and to look at the written word. The home corner has a healthy supply of writing materials and the book corner is welcoming and children are actively encouraged to use it.
- The home corner provides ample choice for children to develop their imagination and be involved in role playing different aspects of their lives. The home corner also reflects the topic of the moment as was seen with the

fire station linked to people who help us.

- The use of construction toys allowed children to develop their fine motor skills. The outcome was valued by the staff and shared with the parents to which the children responded positively.

#### **What needs to be improved?**

- the opportunities in the daily practical activities to promote mathematical development
- the planning to reflect how gross motor skills are developed and aspects of physical play dealt with.
- the information that is given to parents on how they can challenge children to further the learning experience

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

The pre-school has made good progress towards addressing the key issues raised at the last inspection.

The group were asked to provide more opportunities for children to draw and write freely. This has been done with various different mediums provided in the home corner allowing the children to write and draw throughout the session.

The second issue was that staff should be able to develop their understanding of the Code of Practice around Special Educational Needs. A member of staff has been identified as the special needs co-ordinator and is cascading her knowledge.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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The children are confident, enthusiastic and happy. They relate well to adults and positive relationships are formed. They concentrate well in adult led activities as well in their free play. In the main independence is encouraged although opportunities are missed at snack time to allow children to have a more practical experience of serving drinks. Children behave well. Staff use explanation to deal with any situations and encourage children to share.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident speakers. They are able to link letter and sound and follow basic instructions. Children are beginning to form letters and there are many opportunities for them to develop these writing skills. Children are encouraged to listen to a variety of sounds and to enjoy the written word. There are some missed opportunities to challenge children and introduce new words. The sharing of desired outcomes for an activity with parents would help alleviate this

### MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are beginning to be able to count to 10 but there were lots of missed opportunities to include basic number development in the daily activities such as counting the cups at snack time. There was no evidence of exploring number problems and insufficient opportunity for children to develop an understanding of calculation. Good use was made of story time to introduce shape and positional language.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children's interest in their immediate world is stimulated well by the planned topics particularly the idea of people who help us. Children talk about past and present events and this is encouraged by the adults in the group. There are opportunities for children to become involved in technology in their free play and more structured activities. There is also ample opportunity for construction. The opportunities for children to learn about other cultures is very limited with little evidence seen

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently and safely. They have good co-ordination and spatial awareness which could be further extended with clear planning for outdoor play. There are ample opportunities for children to develop fine motor skills in their free play as well as more structured activities such as the junk modelling. Children are learning about the importance of healthy living through a variety of activities and resources.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children use their imagination well in both role play and planned activities. The home corner is used effectively and children were able to access a variety of mediums to develop their creative skills in art. There are opportunities for children to listen to and play music and differentiate between tones. There were some missed opportunities for developing the senses for instance when fighting the fire in the role play questions about what can you smell, can you hear were not asked.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## **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 there are ample opportunities in the daily practical activities to promote mathematical development
- develop the planning to reflect how gross motor skills are encouraged and aspects of physical play dealt with.
- develop the information that is given to parents on how they can challenge children to further the learning experience

*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.*