

# The Donkey Field Pre-School

Inspection report for early years provision

---

**Unique reference number** 155339  
**Inspection date** 05/10/2010  
**Inspector** Julie Sackett

**Setting address** Crawley Down C of E Village School, Hophurst Drive,  
Crawley Down, Crawley, West Sussex, RH10 4XA  
**Telephone number** 07890 28096 01342717877  
**Email**  
**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Donkey Field Preschool opened in 2001 and is located in an adjoining wing of Crawley Down Infant School, in Crawley Down, West Sussex. Children have a purpose-built play space with access to an enclosed outdoor area. The setting is registered for maximum of 24 children aged between two and five years. There are 34 children currently on roll, all of whom are within the early years age range. Of these, 17 children receive funding. There were 15 children present at the time of the inspection. The setting is open from Monday to Friday during term times, providing two sessions per day. Sessions run from 9.00am to 12.00pm and from 12.30pm to 3.00pm. The setting is able to care for children with English as an additional language and those with special educational needs and/or disabilities.

There is a staff team of nine. Two members of staff have attained a relevant level 4 qualification, one of whom is working towards level 5, and three members of staff have attained a level 2 qualification and are working towards level 3. The setting is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Staff members work extremely well as a team and provide a happy and caring environment in which children feel very secure and valued. Activities are matched very carefully to children's needs and interests so that they are fully engaged and very much enjoy their time in the setting. Adults' excellent knowledge of the early years and a fully inclusive approach means that children make outstanding progress in their learning and development, including those with special educational needs and/or disabilities. The setting's many strengths and continuing successes confirm its outstanding capacity for further improvement.

## **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 a more systematic approach to self-evaluation by fully involving all adults and children in identifying strengths and areas for development.

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

Procedures for the day-to-day management of the setting are very strong and, as a result, the setting runs very smoothly. Staff gives children's safety a high priority while ensuring that managed 'risk-taking' is included in the activities available. All

risks have been assessed and the setting is extremely safe and secure. All appropriate policies, records and procedures are in place and are used very well to promote children's welfare. Resources are of excellent quality and are skilfully used to provide children with rich experiences that ensure they make outstanding progress in a happy and secure environment.

The setting has addressed recommendations made at the last inspection very well. For example, regular newsletters and the pre-school website include details of planned activities, in addition to information about aspects of the Early Years Foundation Stage, so that parents and carers have a fuller picture of how they can support their children's learning. Self-assessment is good. The setting has identified future development needs and has already taken steps to address these. That said, leaders recognise that they are in the early stages of developing a more systematic approach to self-evaluation, in order to fully involve all adults and children in identifying strengths and areas for development.

The excellent leadership and management of the setting is characterised by the enthusiasm of all staff, who clearly enjoy being with the children. Adults are well qualified in delivering the Early Years Foundation Stage learning and development requirements. As a result, they are confident in accurately evaluating children's progress and in identifying the next steps in learning so that children make outstanding progress. Inclusion is very strong because adults are highly skilled in sensitively and warmly enabling all children to participate in activities. This means that the setting's effectiveness in ensuring equal opportunities and meeting diverse needs is outstanding.

The setting works very positively in partnership with a range of agencies to ensure that support for children is consistent so that they settle quickly and happily. Relationships with parents and carers are also excellent. Initiatives such as a 'suggestion box' and home/pre-school link books enable parents and carers to play an active part in their children's learning.

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

Adults have very successfully created a secure and purposeful environment so that children settle quickly and are happy and confident. Adults take care that children are made to feel welcome and are closely supported. As a result, children quickly get to know and trust adults, particularly their key person, and feel very safe and secure.

Children's awareness of how to lead a healthy lifestyle is supported extremely well. Children enjoy a healthy snack during the morning such as grapes and a fruit scone, in addition to milk or water. They sit at tables to eat their snack alongside the adults. They demonstrate good table manners because adults have successfully created a sense of occasion when they provide positive role models, initiate conversations and reinforce excellent behaviour through praise. This helps children to develop the necessary personal and social skills to support their skills

for the future exceptionally well. Children make an outstanding contribution to the community. They behave exceptionally well because they know that adults actively listen to what they have to say. Children take their responsibilities very seriously and enjoy sharing in tasks such as laying the table for snack time and buttering the scones.

The curriculum is planned very carefully to meet the needs and interests of all groups of children, and meaningfully reflects the six areas of learning. For example, autumn activities include making apple crumble and clay 'hedgehog prints'. Children have excellent opportunities to develop an appreciation of a diversity of backgrounds and experiences. For example, a display of children's marbling and mark-making work is accompanied by the word 'hello' in a range of languages.

Children have access to a secure and well-organised outdoor area where resources such as climbing frames and balls support the development of social and physical skills. The children demonstrate strong independence and confidence, with sensitive adult interaction supporting the younger children so that they are fully included and quickly 'find their feet'. Children enjoy the ability to move freely between outdoor and indoor areas and adults capitalise on children's enthusiasm when supporting the development of co-ordination, number and social skills. For example, a group of children squealed with delight in an energetic game of 'What's the time Mr Wolf?' during which they were successfully supported to develop counting skills. Regular observations and assessments of the children's progress are made by key persons and these contribute to 'Learning Journals'. These are used extremely well to identify 'next steps' in children's learning to carefully support further progress.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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

The quality of the provision in the Early Years Foundation Stage	1
--	---

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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