

# Partridge Green Pre-School

Inspection report for early years provision

---

**Unique reference number**

113631

**Inspection date**

01/11/2010

**Inspector**

Rosemary Musgrove

**Setting address**

The Village Hall, Partridge Green, West Sussex, RH13 8HX

**Telephone number**

07880 744240

**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).

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

Partridge Green Pre-School opened over 30 years ago and is run by a committee with charitable status. It operates from two rooms within the village hall in Partridge Green, West Sussex. Children have access to a secure outdoor play area. The pre-school opens each morning from 9.05am to 12.05pm and on Tuesdays and Thursdays from 1.05pm to 3.05pm during term time. They run a daily lunch club from 12.05pm to 1.05pm. The pre-school is registered by Ofsted on the Early Years Register to care for 26 children in the early years age group. There are currently 24 children in this age group on roll. The pre-school is registered to receive government funding for nursery education. The pre-school supports children with special educational needs and/or disabilities and those who learn English as an additional language. There are seven members of staff, of whom six hold appropriate early years qualifications. The pre-school receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff have an understanding of each child's needs and effectively support most welfare and learning requirements. This means that children are settled and enjoy their time at the pre-school. They select their preferred resources and play activities and make progress in their learning and development. The organisation of the environment means children feel secure and safety aspects are of a satisfactory standard. Partnerships with parents and carers are good and this supports the continuity of the children's care and development. The pre-school evaluates some aspects of their practice and has made some positive changes and improvements.

## What steps need to be taken to improve provision further?

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

- improve the record of risk assessment to include any assessments of risks for outings
- promote positive attitudes to diversity through activities and resources that encourage children to talk about similarities and differences and the reasons for these
- develop a robust system for self-evaluation and quality improvement in order to improve the outcomes for children.

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

Staff attend child protection training and have a satisfactory knowledge of safeguarding; this means children are protected. Procedures are in place for identifying a child at risk of harm and liaising with the appropriate child agencies. Safe recruitment and vetting procedures mean that suitable staff work with the children. Staff are appropriately deployed and children are supervised as they choose whether to play indoors or outside. The pre-school has the required procedures and documentation for the safe and efficient running of the early years provision. Risk assessments mean that hazards are identified and minimised, and that children are protected from harm during their time at the pre-school; however, risk assessments for outings do not clearly identify potential risks.

The range and organisation of resources means that on most occasions children can make independent choices, such as, they choose to make animals from a tray of resources in a low level unit. Play areas inside the hall support the children's development; examples include areas for role play, creative activities and construction. Outside, children enjoy their play and have fun exploring soil and making cakes and castles. Available resources are suitable for the age and developmental stage of the children and the pre-school encourage them to minimise waste and to recycle paper.

The pre-school strives to provide a service that is inclusive for everyone; however, there are limited activities and resources that help children to develop a positive attitude to diversity. If children with special educational needs and/or disabilities require additional support, the pre-school work with their parents and seek advice from other agencies to ensure their needs are met.

The pre-school has good working relationships with parents and carers. When a child starts, parents complete a child record form and this gives details of individual needs, such as dietary requirements. An "All about me" sheet gives information about the child's favourite toys and stories. There is a good range of information for parents, for example an informative prospectus and a welcome pack. There are regular evenings for parents to discuss their child's progress and development and to browse their learning journal. Discussion with parents indicates they are happy with the pre-school. In particular, they comment on the opportunities for play activities and the information they get at the end of the session. The pre-school has established some links with other providers, for example settings where they have a shared placement.

The pre-school are keen to develop and improve. They attend training courses and take part in an induction and appraisal programme. Since the last inspection, they have made some improvements, for example, planning for individual needs and developing the learning opportunities for children's mathematical development. Self-evaluation demonstrates an understanding of some strengths and areas for future developments; however, the systems are not robust enough to systematically evaluate and improve the outcomes for children.

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

Children are happy and enjoy some suitable play experiences during their time at the pre-school. Staff have a working knowledge of the learning and development and welfare requirements of the Early Years Foundation Stage and an understanding of individual needs. Observational assessments and planning for individual children are developing well and learning journals demonstrate that children make progress in the six areas of learning. Generally, staff interaction contributes to the success of children's learning and development; for example, when browsing books or creating an obstacle course. There are opportunities for children to develop their early writing skills and they confidently hold the large chalks and make marks and letters on the large outside board. They use mathematical language during their play and count how many number mats are on the ground. They are keen to take part in role play and enjoy dressing up and preparing food in the home corner. Creative activities include painting, and in particular children enjoy shaking glitter onto their firework pictures.

Children show they feel safe and secure in the pre-school and happily approach staff for help if needed. On arrival, they find their photograph and name and put their belongings in their special place. They choose a preferred activity, such as, completing a jigsaw puzzle or cutting out a shape. Children behave in a suitable way, share resources and often say "please" and "thank you". Staff are positive with the children and give them regular praise. During circle time, children share their experiences, for example, words they learnt during a holiday to another country.

Children play in a safe and secure environment. The pre-school has a number of safety precautions and procedures in place. These include guidance to follow if a child is lost or uncollected, a register of attendance and a record of visitors. These documents help to keep children safe in the event of an emergency. Children learn to keep themselves and others safe through gentle reminders, such as, taking care when they blow bubbles or when running outside.

Children begin to learn about a healthy lifestyle. They wash and dry their hands before eating their snack. The pre-school knows about dietary needs and children enjoy healthy snacks, such as cucumber, raisins, apples and bananas. They choose their preferred drink, such as milk or water. They take part in a range of physical activities and enjoy plenty of fresh air. Outside, they ride on the wheeled vehicles and inside they practise balancing on the obstacle course. This means they are developing their coordination skills.

The pre-school helps children develop their skills for the future. They learn to communicate their wishes to adults and select some play activities of their choice. They are beginning to develop cooperation skills as they play alongside their peers. Children learn about the wider world and local community when they celebrate Harvest Festival at the church and go on an autumn walk.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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