

# Forest Row Community Pre-School

Inspection report for early years provision

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<b>Inspection date</b>	06/01/2011
<b>Inspector</b>	Shan Jones

<b>Setting address</b>	Hambro Hall, Forest Row, East Sussex, RH18 5DZ
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<b>Type of setting</b>	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*.

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.

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## Description of the setting

Forest Row Community Pre-school has been established since 1970 and re-registered in 2010. The group is managed by a voluntary committee and is a registered charity. It operates from the Hambro Hall within the village of Forest Row, East Sussex. Children have the use of a large hall and a group room. There is a kitchen and toilet facilities. There is also a fully enclosed garden available for outside play and a vegetable garden area. A maximum of 26 children may attend at any one time. There are currently 41 children aged from two to under five years on roll, some in part-time places.

The group supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The group is open Monday to Friday, during term time only, from 9.00am to 12.00pm. There is a lunch time session available each Tuesday and Friday from 12.00pm to 1.00pm. In addition extended sessions are available on Monday and Thursdays. A team of five staff work with the children. Of these, five hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time at the pre-school. The staff team work hard to create a welcoming and child-friendly area for the children to play and learn. Children enjoy worthwhile and interesting experiences of the Early Years Foundation Stage (EYFS) and make good progress in their learning and development. Ongoing reflection and implementing improvements mean the setting is moving forward, ensuring continuous improvement takes place.

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

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

- develop the use of visual aids within the setting to further support children with their communication and understanding
- review and update the policies and procedures .

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

The staff work effectively as a team to ensure the setting is well organised and operates efficiently on a day-to-day basis. Safeguarding children is prioritised; staff have a good understanding of safeguarding procedures and have all attended child

protection training. Effective systems are in place to ensure that all staff are suitably qualified and appropriately vetted. The manager ensures each member of staff receives an annual appraisal which ensures that any future training needs are identified and courses applied for. Children are well protected. The indoor and outdoor environments and equipment are checked thoroughly every day. Very clear signed records are kept.

Children's welfare is promoted by the comprehensive range of policies and procedures which are in place. The leader of the pre-school in partnership with the committee has revised the setting documentation. Although, some of the policies lack the necessary detail. Systems for self-evaluation are still developing, but are doing so well. They are providing an accurate picture of strengths and areas needing improvement. The manager and her staff team are reflective in their approach. For example, they have been thinking about how they could introduce a sensory room to further enhance the provision.

Children with special needs and/or disabilities and those who are learning English as an additional language make good progress as their individual needs are met by staff. Partnerships with others, for instance, speech and language therapists also promote children's well-being. Staff use a good range of positive images and resources within activities to enable children to learn about differences and respect each other's backgrounds and beliefs. They provide children with a wide range of resources, both indoors and in the outdoor environment.

The setting places a strong emphasis on working positively in partnership with parents and carers. Staff use information gained through discussions with parents and observations of children during play to influence their planning for their individual key children. Parents are informed about the pre-school's routine and activities, for instance, through newsletters, meetings and notice boards. Parents comment that they are pleased that their children are happy, settled and are making good progress from when they first start; they also say the pre-school provides a very relaxed and welcoming environment. The setting works alongside the early years advisor to improve the service for children and parents. In addition, they have established links with local schools which benefit the children to ensure continued progression of care, learning and development.

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

Children enter the pre-school eagerly and leave their parent or carer happily. Staff ensure that every child quickly gets down to enjoyable and worthwhile activities and children cooperate fully in this. Staff have a good knowledge of the requirements of the Early Years Foundation Stage. They plan effectively to help children's progress towards all of the early learning goals. A good variety of activities, both inside and outdoors ensures that children continue to be interested throughout the session. The display of children's art creations, posters and photographs of them and staff makes the rooms welcoming and bright. Although, prompts such as simple signs to help children to become familiar with words,

numbers and symbols are less evident, particularly outdoors. Children develop their independence and self-care skills as they put on their own coats and Wellington boots. A challenging session was observed when the staff member successfully used a musical sound lotto game. Children were totally engaged in this session and they were supported to identify the various objects. They moved forward well in their personal development as well as in their communication skills

Children are learning to keep themselves safe as they tidy away toys and practise the fire drill. Other procedures help to protect children, for example, visitors are required to sign the record book on arrival and departure and staff are suitably deployed working directly with the children both in and outdoors. Staff explain boundaries and rules to help children to identify possible danger and to understand why rules exist. Children's behaviour is supported through clear and concise behaviour management strategies. Children's self-esteem is fostered as staff praise and encourage them at all times.

Children are finding out about the world in which they live as they celebrate festivals, such as Diwali and Chinese New Year. They learn about the growth as they harvest produce such as runner beans and strawberries in their vegetable garden. Children are using their imagination as they participate in make-believe play in the home corner and participate in stimulating art and craft activities. They show an interest in looking at books and listen attentively as they snuggle next to an adult to enjoy their favourite stories. Available to the children are a selection of interactive toys which support their ability to use information technology, such as programmable toys, for example, tape cassettes and the setting's computer. This helps to develop children's skills for the future and contribute to their future economic well-being.

Effective steps are taken to promote children's good health and well-being, including minimising the risks of cross-infection and by following sound procedures that ensure children do not attend when they are ill. They independently wash their hands after messy play and before eating their snack. Children stay healthy because of their opportunities to enjoy outdoor play and exercise. They benefit from the experience of free-flow of movement in and out of the playroom to the garden. The children were very excited to be outside even in the rain. Children are very positive in the ways they explore all the different spaces and use the good range of equipment.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	2

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children develop skills for the future	2

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## **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