

# Herstmonceux Preschool

Inspection report for early years provision

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**Unique reference number** 109460  
**Inspection date** 22/03/2011  
**Inspector** Stacey Sangster

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**Type of setting** 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

Herstmonceux Pre-school is a privately run group, which was first registered in 1998. It is located in the village hall on the outskirts of the village. The group has access to the small hall and use of an outdoor area as well as a kitchen and some use of the large hall.

The pre-school is open for 46 weeks of the year offering a holiday club in the half terms and for four weeks in August if there is sufficient demand from parents. The setting is open from 8.30am until 3.30pm Monday to Friday. They negotiate opening hours based on need, for the holiday club.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register to care for up to 36 children, aged from 2 years up to 8 years. Currently there are 48 children on roll, of which 40 are in the early years age range. The setting is in receipt of funding for the provision of free early education to children aged three and four.

The setting offers care to children identified as having special educational needs and support any for whom English is an additional language. The children attending are representative of the local community.

Including the owner there are seven members of staff all who hold a minimum of level 3 qualifications with the manager holding Early Years Professional Status (EYPS). In addition, one member of staff holds a level 4 qualification, and another a relevant child care degree, working toward the EYPS.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This setting supports children in the Early Years Foundation Stage extremely well. All children make excellent progress and are nurtured to reach their full potential. The staff and management show a tireless level of commitment. The setting's capacity for continual improvement is exceptionally strong.

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

To further improve the high quality early years provision the registered person should consider:

- explore further ways of sharing the setting's good practice, effective systems and extensive knowledge with other providers

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

Safeguarding children is given high priority by this setting. Staff and management have a robust approach to children's safety and a thorough recruitment procedure and comprehensive staff checks make sure that all adult working with children are suitable to do so. Active risk management helps children to keep safe. The setting recognizes and celebrates that each and every child is unique, with their own personality, interests and learning style. Meticulous attention is paid to listening to the child's voice in all aspects of the work with children. Staff are highly effective in taking steps to swiftly identify and close any gaps in children's achievements. As a consequence the outcomes for children and the progress that they make in their learning is excellent, with a significant number of children reaching the early learning goals before leaving the setting. Home visits, regular consultations with parents and open and effective partnership ensure that each child's key person has an exceptional knowledge of their key children's background and needs.

Resources are organized to provide a stimulating environment that promotes children's safe and eager participation. The free flow arrangements giving all day access to the attractive outdoor area enriches children's play and learning experiences. The staff are extremely well-qualified and show high levels of commitment to ongoing training. The management value the contribution that this makes to the setting and support a wide range of opportunities for staff to extend their continuing professional development.

The partnership with parents is extensive at all levels. A parent forum, regular questionnaires and satisfaction surveys, ensure that parents views about this privately owned setting are gathered and fed into the development plans. The guidance that parents receive to support children's learning is well coordinated and is a contributory factor to the high levels of success in relation to children's educational attainment. Planning always includes examples of how parents can extend the activities that the setting offer. Resources such as story sacks, DVD's and books, health leaflets and parenting books are all available for parents to borrow. The partnerships with others are far-reaching and effective in supporting continuity of care for children. Time and energy is given to engaging in activities that promote and develop child care in the wider community. The management regularly offer work experience placements to students and take a role in sharing good practice at Early Years cluster meetings.

Self-evaluation is accurate in identifying the strengths of the setting and is uncompromisingly self aware in identifying where it can improve. This setting continually build on what is already outstanding practice, using the latest research to guide and inspire them. They carefully monitor the impact of all changes and assess what difference it makes to children's welfare, learning and development. Children are at the heart of all decisions made, their views and ideas feature heavily in the development plans produced. The staff and management are proactive and ensure that once identified development plans are achieved at a good pace.

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

Children's welfare needs are exceptionally well met and they are cared for and nurtured in a warm and caring environment. Policies and procedures within the group support the children's health and wellbeing. All children make significant gains in their learning. The setting monitors individual children's progress and the whole group. Analysis of this data is monitored to ensure that the success of the delivery of each of the six areas of learning is consistent. Children with additional needs, including those who are gifted and talented, are supported very well.

Children show great enthusiasm for learning during their time in this setting. They love to listen to staff reading back past observations celebrating their achievement and this helps them to understand that they are learning, growing and making progress and that this is something to be proud of. The atmosphere is lively and all children are fully engaged in purposeful play. They smile and laugh often, show that they feel safe and secure, approach staff without hesitation and demonstrate an eagerness to join in. Children's progress in all areas is outstanding. They count spontaneously, are keen to identify numbers, particularly where these have significance to them, such as their age or how old they will be on their next birthday. They love to look at text and point out which letters are in their names. Children playing in the sand tray notice patterns in the sand which look like letters and identify these correctly. They show incredible skill creatively reproducing painted images of birds that they have seen in the garden and have enjoyed building bird boxes, using real tools successfully and safely. The personal and emotional welfare and development of the children is cultivated and enhanced by sensitive interaction, discussion and activities. Children are independent, show high levels of self esteem and confidence. The children in this setting are kind and caring towards each other. Their behaviour is exemplary. They demonstrate a real sense of belonging which staff carefully foster and reinforce. Children and staff are enthusiastic and proud of the children's achievements. The children's work is used to produce resources such the number line, books in the book corner and displays.

Children show an excellent understanding of the importance of exercise, hygiene routines and healthy eating. They enjoy daily opportunities to engage in active and physical activities. Action filled music and movement sessions are extremely popular and children talking about the activity flex their muscles and explain that exercise makes you big and strong.

The children are all developing skills which will support them in school and beyond. They are self-assured when using technology, communicate effectively and often at a level above their age. They work in groups showing high levels of cooperation and independently with independence and initiative. They are developing the skills representative of active and inquisitive learners. The skills that they have gained, stand them in excellent stead for continuing their learning journeys.

## 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	1
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

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### 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

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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