

# Thakeham Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	113754
<b>Inspection date</b>	31/03/2011
<b>Inspector</b>	Kerry Iden
<b>Setting address</b>	Thakeham Village Hall, Storrington Road, Thakeham, Pulborough, West Sussex, RH20 3EF
<b>Telephone number</b>	01798 815467
<b>Email</b>	
<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

Thakeham Pre-School opened in 1990. It is a community group managed by a parent committee. It operates from the village hall, in the rural village of Thakeham, West Sussex. The pre-school serves the local community and surrounding areas. There is an enclosed outdoor play area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 22 children between two and under eight years may attend the setting at any one time. There are currently 23 children on roll, the setting receives funding for nursery education. The provision welcomes children with special educational needs and/or disabilities and those who speak English as an additional language.

The pre-school opens each week day morning except Tuesday when an afternoon session is in operation. Sessions are from 9.00am to 12.00pm with an optional lunch club on a Monday and Thursday until 1.00pm. There are also afternoon sessions Monday and Thursday till 3.00pm. Children may attend for a variety of sessions. There are five members of staff and four have suitable early years qualifications. The setting receives support from the local early years network and holds an award for completing the West Sussex Quality Kite Mark Scheme.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The pre-school is extremely well organised through the main parts of the session and thoroughly supports the needs of individual children and their families. There is a lively, positive atmosphere within the setting where children are making significant gains in all areas of learning. Reflection and evaluation is robust and implemented by all staff, parents and children. Leaders communicate ambition and drive to the staff and committee in order to secure improvement highly effectively. The commitment to working with all others involved in the children's current and future well being fully supports children. Through action plans, analysis of what is already occurring and the commitment to trial innovative ideas the setting ensures they evaluate effectively and therefore will continue to drive improvement within the setting.

## 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 further the organisation of transitional times through the day

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

Children are protected from harm within the setting. All staff have a comprehensive awareness of the correct procedures they must follow if they have a concern about a child's welfare and the supervisor acts as the designated person for this role. Clear systems are in place for the recruitment of new staff which the committee maintains overall responsibility for. The setting is safe and secure with doors heavily supervised at drop off and collection times to ensure children's safety. Regular risk assessments are carried out on the provision and all the equipment in it. Children are actively encouraged to complete risk assessments for themselves through activities they become involved in. Children's safety is paramount to the staff in the setting, they work collaboratively with the parents to ensure the continued safety of the children at collection times and strict procedures are in place if another adult is collecting.

The supervisor leads a team of staff who are all very motivated, enthusiastic and passionate about their work with children. Reflection and evaluation occurs throughout the setting; from self evaluations and action plans to tailored planning for each individual child. Morale is very high amongst the staff team, who are supported by the parent committee. Parents and children are also able to evaluate and reflect on the setting. Children are fully involved in decision making on a daily basis; they also make choices of additional items not immediately available through the resource book. Parents give their views either directly to the approachable staff, through the committee or by adding their comments to effective parental questionnaires. Staff and leaders continually discuss training needs for individuals and formalise these through appraisals. The opportunities to attend training are shared with the whole team to implement consistency for the benefit of the children. As a result, outcomes in children's achievements and well being are high.

Staff make good use of the space available with different areas being used for different types of activities. Although dedicated areas are in place, there is an open plan arrangement to this and staff are skilled in adapting the area in which they are working to extend the learning objectives. The outside area has recently been developed of which staff and children are excited to use. Staff encourage children to be inventive and imaginative using different resources such as long plastic tubing. Resources are good, fit for purpose and support children's learning and development. The available resources are used well to achieve planned goals in learning and development for individual children. Therefore the setting is conducive to learning, safe and stimulating.

The staff are committed to supporting and developing each child given their own capabilities. They are highly successful in taking steps to close any identified gaps in children's achievements ensuring all groups of children achieve at a high level. Through the sharing of effective positive strategies with others, the setting are not only ensuring children make strong gains within the setting but are also continue to be supported as they move on. The setting also liaises with others that are currently supporting children. For example, other early years setting children attend. A holistic approach is promoted through the sharing of developmental

information and the identification of next steps to support children's individual development. The setting has extremely positive relations with all groups of parents. All parents are welcomed to be a part of the committee and become involved in all aspects of the setting. Their skills are employed throughout the sessions bringing valuable opportunities to children. Staff value the information gained from parents when they start in the setting to support children as they settle. Through the focus child systems in operation, each family is able to understand their child's individual development which enables them to support and continue their child's learning. Parents are involved in decision making on key issues affecting the setting as staff encourage their thoughts through parental questionnaires on specific subjects such as home visits. Therefore the highly positive relationships with all groups of parents and others, fully supports the individual needs of each child.

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

All children are extremely well settled within the provision. They are highly motivated and eager to attend; they quickly seek out friends making their decisions about where to play. They consistently show high levels of independence, curiosity, imagination and concentration. They are effectively involved in purposeful play throughout the main parts of the session to enhance their skills in all areas of learning, although transitional times through the session are less focused. Relationships are very strong at all levels; children respect and support each other in play and independently seek out the sand timer to help them wait their turn for popular equipment. All children are achieving at a high level and some are making excellent achievements in all areas of their development. Children play a dynamic role in their learning and participate in many experiences which they are involved in from concept to completion. Exceptionally ambitious projects are completed between staff, children and parents as they work towards common goals. Children learn real life skills, whilst under direct supervision they are able to use real tools and equipment as they become involved in the building of the tree house as part of the development of the outside area. Regular projects enhance children's skills in designing and construction such as building powered cars ready for racing; similarly planting and nurturing the tomato plants before turning it into chutney. The highly motivated staff team have an excellent understanding of each child's individual needs and interests and use this knowledge to support each child effectively.

All children show a strong sense of security and feel very safe within the provision. The high quality interaction from all staff members continues to offer children security and reassurance. Through activities they become involved in they are encouraged to identify risks for themselves giving them transferable skills for the future. Children are extremely confident and competent in communicating their thoughts showing a mature response to taking responsibility for their safety as well as others. For example, whilst building walls with foam blocks children discuss how high they should build before the blocks will fall. Children's learning and independence continues through snack times. Some help to choose and prepare

snacks and all are independent in clearing away their things, taking responsibilities within the session. Children adopt good personal hygiene routines and are mostly independent in doing so. Children are able to develop physical skills both inside and out. The development of the outside area allows children to explore and investigate; good use is made of different materials for example, large hoses or ribbons to fly in the wind.

Children are making excellent gains towards the early learning goals, especially so in their communication language and literacy. All children are excited by the use of phonics throughout the session; many correctly identifying their initial letters through registration and snack times. Older children are challenged given their own capabilities and are excited to share their skills by reading stories at group time. All children are captivated by shared stories as staff skilfully use large format books enabling all children to enjoy and contribute through fun rhyming parts of the story. Children's skills in using technology are also very high. They are involved in many projects to design and construct, use resources that promotes their curiosity such as the magnets and magnifying glasses and are challenged using the computer. Children follow programmes that encourage their skills in numeracy and single digit addition in a fun and interactive way. Throughout the day, all children demonstrate high levels of confidence and self esteem. They work exceptionally well independently and with their peers showing excellent negotiation and co-operation skills. All children are highly valued and challenged on an individual level allowing each of them to make a positive contribution to the setting.

## 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	2
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	2
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