

# Hurstpierpoint Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	113538
<b>Inspection date</b>	23/05/2011
<b>Inspector</b>	Susan McCourt

<b>Setting address</b>	Village Centre, Trinity Road, Hurstpierpoint, West Sussex, BN6 9UU
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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

Hurstpierpoint Pre-School was registered in 1967, provides sessional and full day care, and is a registered charity run by a committee of parents. The pre-school operates in the village centre in Hurstpierpoint.

The setting is registered to care for 52 children aged two to five years and is open from 9am to 12pm, Monday to Friday, term time only. A lunch club is available until 12.30pm every day. Afternoon sessions are available from Monday to Thursday from 12.30pm to 3.30pm. Only rising-fives can attend all day. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 94 children on roll, of whom 69 receive funding. The setting supports children with special educational needs or disabilities and offers support to children with English as an additional language.

The accommodation is a large room with adjoining kitchen, and a larger hall for when all children are present. The outdoor area provides a secure hard surface play area and a further secure garden with permanent play equipment. The pre-school has sole use of the premises during opening hours.

There are 10 members of staff, seven of whom are qualified in childcare and education. The pre-school is supported by the local early years network and is a member of the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting meets the individual needs of children very well as all staff have the best interests of the children at the heart of all that they do. They provide good quality care and education for the children who attend. The committee and staff team work very well together to provide strong leadership and management, with only one discrepancy in an aspect of the documentation. They regularly examine their practice to improve outcomes for children, so their capacity for continuous improvement is good.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the risk assessment clearly states when it was carried out and by whom (Documentation). 06/06/2011

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

- replenish play materials regularly to provide children with choice in their play.

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

Children are safeguarded well because staff have a strong awareness of their role and responsibilities, and know the policies and procedures they have in place. New staff are given effective inductions to ensure they are knowledgeable about the setting's practice. Children's safety is very well safeguarded and all staff are vigilant to follow the procedures created by the risk assessment process. However, the thoroughness of their safety practice is not reflected in the risk assessment record as it is not signed and dated, which is a breach of the requirement. The setting has addressed the recommendations raised at the last inspection and continually updates what they do in line with best practice. In doing so, they always evaluate the effect on the children, and any changes made are for the children's proven benefit. The staff team and committee have a strong shared ethos and together they have created a caring community in which children can flourish.

Staff are effectively deployed to ensure children are safe and well cared for at all times. Each member of staff has special responsibilities for aspects of the learning environment to make sure that a wide range of resources is available to children. This system works very well on the whole, though the writing trays and home corner were not as fully equipped as other areas of the room, which reduces children's choices during play. The staff and committee have built good links with the receiving schools and work closely with other professionals to ensure that children get consistent care. For example, the information provided by the speech and language therapists is incorporated into children's individual plans. Staff pay close attention to children's individual needs and this includes their cultural background and any other languages spoken, so equality and diversity issues are addressed. The manager meets with the local school to receive feedback on children's progress and this identifies what is working well and any achievement gaps which can be tackled. For example, boys' writing skills are being given enhanced attention following recent feedback. Parents have excellent opportunities to be involved in the setting as they can be on the committee and also help with specific projects such as the fete and annual garden refurbishment. Parents speak very highly of the caring environment and staff's attention to detail, and they have many opportunities to hear about their child's progress through contact books and parent meetings.

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

Children thrive in the warm and caring environment that staff create. They have their own pre-school t-shirts and bags which helps them develop a strong sense of

belonging. They can be very independent in their self care as they can access the toilets easily, tidy their snack plate and cup away and set aside their pictures ready to go home. Staff are aware of all the personal needs of the children such as who does not like using the hand dryer for example, so that children can feel comfortable at all times. The children really enjoy their time at the setting and there is a happy buzz of chatter and laughter through the session. Children can feel very safe in the setting as all adults are vigilant about the security of the doors, and toys and equipment are well managed. Children learn how to keep themselves safe as they are able to take managed risks in order to learn when playing with the large physical play equipment. Children learn about healthy lifestyles as they have healthy foods at snack time, understand the importance of washing their hands, and get plenty of physical play and fresh air as part of the daily routine.

Staff provide an interesting learning environment where children can set their own challenges and have time to develop their play. Children can move freely between the indoor and outdoor area and the routine encourages children's independence by giving them space and time to follow their interests. Children are active and busy learners, showing high levels of absorption in their chosen activities and very good communication skills. Staff demonstrate a good understanding of the Early Years Foundation Stage and plan themes and activities to engage the children in their learning. Staff make careful observations of children's achievements and note their next steps in the learning journals. This enables them to foster children's progress through the Early Years Foundation Stage so children make good progress from their starting points.

Children are strong communicators and develop very good verbal skills as they have time to follow their own thought processes and reason things out for themselves. They are confident to speak to visitors, and contribute to large group times with their suggestions and stories. Children also have access to technological toys including cameras and a laptop, which supports their skills for the future. Children develop their own ideas in play. For example, one child who had had a barbecue wanted to set one up in the outdoor play area. The lid of the water tray became the barbecue and several children joined in collecting bits to go on it. Staff made sure that the materials children used were safe to handle, such as dead leaves and short sticks. Children then invited their friends to the meal and chatted about what they would eat. They sustained this play for most of the session, solving problems, taking roles and cooperating well. Children enjoy their friendships in the setting and take care of each other, showing exemplary respect for each other's differences. For example, one child commented on another's picture that it was very scribbly. A third child joined in saying, 'It's fine to scribble, he's learning'. This reflects the staff practice of positive behaviour management and demonstrates how the ethos of warmth and respect has given the children the same values.

## 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	1
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