

Groombridge Pre-School

Inspection report for early years provision

Unique reference number	109431
Inspection date	13/09/2010
Inspector	Stacey Sangster

Setting address	King Edward VII Memorial Hall, Station Road, Groombridge, East Sussex, TN3 9QY
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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*.

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Description of the setting

Groombridge Pre-school is run by a committee and is a registered charity. It was first registered in 1967 and currently operates from a hall in a large new community centre in the rural village of Groombridge. It is open during term-time from 9:00am until 12:00pm, Monday to Friday. In the spring and summer terms the group also runs on a Wednesday and Friday from 12.00pm until 3.00pm, and on a Thursday 12.00pm until 1.00pm. Children can attend for a maximum of five sessions per week.

Children attend from age two and a half until they start school. The group receives nursery education funding and is open to children with special needs and those with English as an additional language.

There is a pool of seven staff, of whom six have relevant childcare qualifications and a further one is in training. The group receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting support children in the Early Years Foundation Stage effectively to ensure that their individual welfare and educational needs are met. The setting demonstrate that their capacity to maintain continual improvement is sound and they are developing a range of systems to enhance future practice.

What steps need to be taken to improve provision further?

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

- ensure that written record is maintained of the risk assessments that are carried out and that the record fully meets the requirements of the Early Years Foundation Stage.(Documentation) 04/10/2010

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

- ensure that a partnership with parents and other providers who deliver the Early Years Foundation Stage to children are established specifically in relation to the children's education.
- ensure that drinking water is easily accessible at all times to children
- improve the systems for recording concerns about children, so that if these develop, a clear log is available to refer to

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements help to keep children protected. Staff are vetted and no un-checked person is permitted to have unsupervised access to children. The staff have an awareness of what poses a risk to young children and have taken satisfactory steps to address their concerns, monitoring for example, exits and fire doors closely to ensure that children cannot leave unsupervised, but the written element of the risk assessment is not structured to fully meet the requirements. Systems are in place to record any concerns that staff have about children, but staff are unclear about the best time to begin keeping such records. Resources are organised to enable easy access for children. The setting work to provide an inclusive environment, where all children and their families are welcome. Children with any special educational needs and/or disabilities are supported by the setting, who work closely with parents and any other professionals supporting the child to ensure that they meet all aspects of a child's needs. The partnership with parents in relation to care is effective and well established and involves regular formal and informal two-way exchanges of information. The partnership in relation to education is emerging, but systems are not yet as fully effective at capturing the information that parents know about their child's development. The setting are aware of the requirement that they form partnerships with any other childcare service who deliver the Early Years Foundation Stage to a child who attends their setting but have not yet fully established which children this applies to. The setting work together to reflect on what they do well and look for ways to improve on this. They make steady progress and demonstrate that they focus on the priorities which make the most difference to the children.

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

A range of policies and practices, such as refusing admission to children who are infectious and gathering detailed information about their care needs helps the group to support children's welfare. Adults help children to stay safe by encouraging them to consider the impact of their actions and an awareness of others. Staff support children to understand simple risk assessment for themselves by asking the children what they think will happen if they knock into someone or are not careful with the equipment.

Children learn about being healthy. The children understand about hygiene through the daily routines of the setting, which include hand washing before eating or after using the toilet. The setting provide a communal bowl of warm water which is available for children who want to get paint off their hands after art activities. This weakens the overall hygiene practices in the setting. Children have regular opportunities to play outside in the fresh air and to access healthy snacks. The setting restrict children's access to water in the hall due to constraints within their premises lease. However, this extends to drinking water which available on

request. This arrangement does not fully consider the needs of children who may be shy and not feel able to approach an adult, but who would help themselves were it to be freely accessible. Staff are considering ways of overcoming this.

Behaviour management strategies in the setting are positive and children are encouraged to be kind, helpful and to co-operate with each other. Children receive regular praise and this helps them to understand the behaviours which are desirable. The policy documents provide clear guidance to staff and others who may work in the setting and consistency among staff is evident. The children are encouraged to be tolerant of each other's views and have opportunities to share details of their families culture, beliefs as well as explore any festivals and celebrations which are important to them.

Children make sound progress in all six areas of learning and develop skills which support them in the future. They are becoming independent learners and show an interest in the world around them. Confidence levels are increased by the activities in the setting and the children settle quickly and enjoy their time in this group.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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