

East Preston Village Pre-School

Inspection report for early years provision

Unique reference number 113474
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Inspector Daphne Prescott

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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

East Preston Village Pre-School opened in 1996. It operates from the Warren recreational ground cricket pavilion in East Preston in West Sussex. Children have access to an enclosed verandah area and can also access the recreational ground for outdoor play areas.

The pre-school is open each weekday for a variety of sessions, children can attend all day from 9.00am to 4.00pm or 9.00am until 12 noon, with the option of staying for lunch until 1pm. Children can also attend the afternoon session from 12 noon until 4.00pm or 1.00pm until 4.00pm, term time only.

A maximum of 26 children from two years to the end of the early years age group may attend the setting at any one time. There are currently 49 children on roll who attend different times of the week. The setting is in receipt of funding for the provision of free early education to children aged three and four years old. The setting supports children with special educational needs and/or disabilities and children with English as an additional language.

The setting is registered on the Early Years Register. The pre-school employs 10 members of staff. Of these, seven hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are interested and well motivated because they are treated with warmth and respect in a very inclusive environment. Each child is truly valued, their interests and enthusiasm is sought out and nurtured. The children are engaged in a range of well-presented activities. Overall, they make good progress in their learning and development. High regard is given to the partnerships with parents and they have established superb partnerships with other professionals, to ensure children's progression and continuity of learning and care. The management and staff team work very closely together and they are consistently reviewing their practice to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop opportunities which help children to learn to link sounds to letters

The effectiveness of leadership and management of the early years provision

Children are happy and settled in this pre-school. The management and staff work very effectively and enthusiastically as a team to provide a nurturing and stimulating environment for the children. They are fully aware of their responsibilities and the procedure to follow if child protection concerns arise. Rigorous staff recruitment procedures mean that staff are suitable to care for children. Risk assessments are completed for the premises and daily safety checks ensure that children are safe in all areas of the pre-school. All visitors to the premises are recorded to further safeguard children in their care. In addition, effective systems are in place to ensure their safe arrival and departure.

The playrooms are attractively set up to entice children to play on arrival. They make independent choices from the wide range of toys and resources, which underpin their successful play and learning experiences. Staffing arrangements ensure children have continuity with a key person monitoring their progress. As well as benefiting from effective deployment of staff to ensure that children are supervised at all times. This allows children to move safely around the setting and to play in areas of their choice. The pre-school practice is fully inclusive where all children are valued and treated with equal concern and where boys and girls are actively encouraged to take part in all the activities on offer. They work very successfully with a range of professional agencies to ensure that children with special educational needs and/or disabilities benefit from a very positive and rewarding experience. Staff promote children's understanding of similarities and differences extremely well through a range of activities, such as, festival celebrations and parents bringing in cultural foods for the children to taste. In addition, children have access to a lovely selection of play resources that reflects positive images of the wider world and a wide range of words are also displayed in other languages. This creates an inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem.

Partnerships with parents and carers are good. Parents complete an 'All about Me' information booklet when children start the pre-school, which provides relevant information about what their child enjoys doing and if they need any additional support. This enables staff to provide suitable play opportunities that children enjoy to help them settle when they start at the pre-school. Staff engage warmly with parents and they are positively encouraged to be involved in their children's learning. They keep them well informed of their children's achievements and they contribute in planning the next steps in their child's learning. Clear policies and procedures are shared with parents; they are regularly reviewed and updated to ensure the efficient management of the setting. Parents are unanimous in their support of the setting and are happy with the care and education their children receive. The pre-school establishes good links with local schools which benefit the children to ensure continued progression of care, learning and development.

The management and staff team have a clear vision for the pre-school and demonstrate a strong commitment to further enhance the quality of the early years provision. They have identified their own strengths and areas for

improvements and continue to work on areas that they feel need addressing in order to develop the service further. The management team recognises the importance of staff embracing training opportunities and have addressed the recommendations raised from the previous inspection which has further improved outcomes for children.

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

At this very welcoming pre-school, children are introduced to positive learning experiences, which help to prepare them for their future learning. In addition, the high priority placed on children's welfare means that they soon feel secure and settle in quickly. As a result, children make good progress towards the early learning goals. They feel that they are an important part of the pre-school and enjoy their learning. This is effectively promoted by the staff's warm and purposeful interactions and by the way they encourage children to make choices and decisions. For example, children have great fun as they have free access to the outdoor area throughout the day so they can independently choose whether to play indoors or outside. The planning is very flexible, responding to children's individual interests. For example, the plans are adapted to focus on children's interest in crocodiles and dancing. Staff also effectively plan for individual children with the use of observations and assessments. Each child has a learning journey folder that is accessible to their parents and the children, who thoroughly enjoy looking at their folder as well.

Children become active learners, as they are curious and keen to engage in activities. For example, their creative development is given good attention as they express their own ideas, use a variety of art equipment and increase their imagination as they dress-up and join in make-believe play in the home corner. They have a lovely time pushing their dolls around in a buggy and sitting them in their high chair pretending to feed them. Their skills in communication, language and literacy are supported effectively. Staff are skilled at supporting children's communication skills and use story group sessions on a daily basis to encourage and further promote children's language. Children are developing their early writing skills, they have good opportunities to write for different purposes and have access to a range of writing resources which they select independently. Many words and letters are displayed so children begin to understand that print carries meaning. However, during everyday activities children are not encouraged to learn to distinguish differences in sounds and link sounds to letters. Children have great fun during music and movement sessions, which expose them to action songs, rhythm and rhyme. They show a very keen interest in problem solving as they fit puzzles and train tracks together, fill and empty containers in the sand and water tray as they also learn about volume and capacity. Children thoroughly enjoy taking part in cooking activities as they learn about the characteristics of liquids and solids by involving the children in making chocolate buttons. They learn about their local community as they take part in the local carnival and dress up in costumes from around the world.

Children are tremendously well supported to understand the importance of adopting healthy lifestyles. They learn the meaning of personal hygiene and develop independence in managing their own needs. Staff are very keen to raise children's awareness of healthy eating through discussion, posters and activities throughout the sessions. Snack time is particularly well organised as children independently decide when to have their snack so their play is not disrupted and drinking water is also readily available as part of their healthy diet. Children truly benefit from plenty of fresh air and exercise and are developing their physical skills during outdoor play. For example, they confidently use a range of outdoor equipment to climb, slide and balance, developing their large muscles and coordination skills. Children are encouraged to learn about safety issues and how to keep themselves safe. For example, they are fully aware of the boundaries when playing outside and are able to explain these confidently to an adult. Children's emotional well-being is exceptionally well nurtured. Staff have a caring relationship with children, who form strong attachments to adults and other children within the pre-school. All staff clearly apply consistent boundaries so that children develop excellent knowledge of what is expected and display positive behaviour. Children are remarkably well behaved as they take turns and contribute to the welfare of others as they help to tidy away at the end of the session. Staff know individual children extremely well and provide them with an excellent level of sensitive and appropriate support. They offer praise and encouragement to help them to achieve and become curious learners.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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

Outcomes for children in the Early Years Foundation Stage	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	1
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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