

Ripe & Laughton Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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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

Ripe and Laughton Pre-School is committee run and opened in 1979. It operates from the village hall in Laughton. Children have access to an enclosed outdoor play area. It is open each weekday during school term time only from 9am to 12 noon with a lunch club until 12.45pm. On Wednesday, Thursday and Friday the pre-school is open until 3.15pm.

The pre-school is registered on the Early Years Register. A maximum of 18 children aged from two years to the end of the early years age range may attend at any one time. There are currently 13 children on roll, some in part-time places.

There are three members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 3. The pre-school provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the systems in place support children's learning and they make good progress. Effective arrangements exist to help ensure their safety and supporting documentation is well-maintained. Positive links with parents and others are in place. In general, parents are involved in supporting their child's learning. Children are beginning to gain an awareness of the wider world. Staff are confident about what they need to do to improve further and have been successful in making improvements to date.

What steps need to be taken to improve provision further?

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

- improve systems showing children's progress from their starting point towards the early learning goals and the identification of the next steps in their learning, encouraging parents involvement in supporting these
- improve children's experiences of diversity to help them understand the society they live in and to value people who are different to them.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and secure environment. The detailed and clear records help ensure parents are fully informed of accidents and that children's medication is administered correctly. The required risk assessment is in place and

regularly reviewed. By minimising potential hazards, children are able to have some independence, for example accessing the toilets when they want. Staff are very vigilant and this helps keep children safe. A suitable recruitment process, that includes obtaining Criminal Records Bureau checks for staff, is in place. The effective arrangements for safeguarding children are regularly reviewed and shared with parents and staff.

Staff are successful at recognising the pre-school's strengths and weaknesses as well as making good use of findings from other agencies to improve outcomes for children. The views of children and parents are valued and taken into account. There is evidence of positive development since the last inspection. For example, by looking at how children use the resources, the room layout has been altered and staff now note an increase in the use of the mark making area by the boys. This helps instil a continued interest in the written word.

Children make good use of the broad range of resources set out daily. Overall, the play materials and planned activities support children's continued learning and development very well. The monitoring of children's progress helps identify and narrow any achievement gaps. Children make positive choices about their play from the easily accessible storage units. Picture symbols and words help all children learn what is stored where. All children are valued, with their care and welfare needs met. Additional support is sought and available for individual children when necessary. The environment and resources reflect the background of children attending. There are some resources such as books and play people reflecting other backgrounds. However, children are not fully engaged in experiencing diversity to help them understand the wider society they live in and to value people who are different to them.

Partnerships with others make a strong contribution to children's achievement and well-being. Relevant information is regularly shared and the staff are well-informed. Good links are in place with the local primary school where many of the children move on to. Parents are able to be involved in the running of the pre-school through committee membership. Parents speak very highly of the pre-school, appreciating the communication dairies informing them of how their child has spent their day. However, the sharing of clear and informative detail about their child's next steps and ongoing progress towards the early learning goals is less effective. As a result, parents are not fully involved in supporting their child's learning at home. Overall, the effective liaison with parents contributes to children's well-being and development.

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

Children settle quickly and confidently make choices about what they want to play with. They play equally well on their own or with other children. The staff involvement helps children expand on their own ideas and develop fun experiences. For example, children decide to create a den with a large cover and a staff member finds the box of lights for them to use. They have great fun using

the torches and battery-operated fairy lights in the dark. They explore natural items found on local walks or outside in the garden.

The staff encourage children who are keen to attempt to write their name on their work, with some children writing clear letter shapes. Taking borrowed books home supports children's growing awareness of the written word well, as does learning phonic letter sounds. During a walk to the woods, some children sing well-known rhymes spontaneously. They have fun making a large pile of twigs or kicking through the leaves. Children are encouraged to explore the soil digging box and smell the herb plants when the garden is in use.

Children's numeracy skills develop well. They use these as they help lay the snack table, speaking up if they need more plates. Some children have a good grasp of number order. Resources such as electronic alphabet games, a remote control car and voice recorders help children gain knowledge of information technology. Children's progress in developing the skills they need for their future learning is good.

The staff observe children as they play, and record these observations in learning records that they share with parents. From these observations children's next steps are devised. Children are making progress from their starting points, although the written records do not always demonstrate this effectively.

With displays of their work around the room, children's self-esteem and sense of belonging is promoted well. Behaviour management is effective and children's behaviour is very good. They listen to staff and are very familiar with the routines such as helping at tidy up time. During a walk to the woods, where there is no pavement, children behave extremely well, holding hands and stopping immediately when a car is spotted. In addition to practising fire drills, this helps children learn to keep themselves safe.

Children help with the preparation of healthy snacks. They have easy availability of drinking water with a jug and a named cup. Children are aware of the need for good personal hygiene routines such as hand washing. They engage in a wide range of physical activities, both indoors and out. This helps to develop their understanding about the importance of a healthy lifestyle.

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	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

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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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