

# Newick Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	109467
<b>Inspection date</b>	21/11/2011
<b>Inspector</b>	Susan McCourt

<b>Setting address</b>	Old Reading Rooms, Church Road, Newick, Lewes, East Sussex, BN8 4JX
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<b>Type of setting</b>	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*.

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**

Newick Pre-School Playgroup opened in 1969 and operates from a community hall in Newick, East Sussex. The pre-school is a registered charity and is run by a committee of parents. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children from 2 years to under eight years may attend the pre-school playgroup at any one time. It is open Monday to Friday during term-time from 9am to 3pm. All children share access to a secure, enclosed outdoor play area.

There are currently 41 children on roll in the early years age range. Children are from the surrounding rural area.

The playgroup employs seven staff, all of whom hold appropriate early years qualifications; the manager is a qualified teacher.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The pre-school provides outstanding care and education for children. The staff and committee focus their work for the benefit of the children, and this simple, strong ethos guides everything they do. Children are given very attentive care to meet their individual needs. Staff have an excellent understanding of the Early Years Foundation Stage and children make outstanding progress from their starting points. The learning environment maximises children's independence and is, overall, an enticing and interesting space to play. The staff and committee have high expectations and they set challenging targets which build on their strengths. The capacity for continuous improvement is outstanding.

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

To further improve the high quality early years provision the registered person should consider:

- increasing the images and pictures of diversity in the learning environment.

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

Safeguarding is exemplary. A robust recruitment procedure has resulted in a highly qualified and experienced team, all of whom are checked as to their suitability. Policies and procedures are very detailed and staff review them regularly to ensure they are familiar, working documents. All staff give children's safety very high

regard and the risk assessments are excellent practical support in this. Medication and accident records are efficiently maintained, which underpins children's well-being. The committee and staff team have a clear and simple ethos which guides their work: focus on the child. Any changes and developments are considered in the light of this so everything they undertake is for the benefit of the children. In recent years, the pre-school have transformed the organisation and teaching methods to focus on individual children's development. This has resulted in exemplary working methods and children are thriving. The pre-school involves parents and children in the self-evaluation and is continually setting challenging goals to meet the high expectations that they share as a community.

Resources are of excellent quality and they are organised to maximise children's independence as they play and learn. Likewise, sessions give the majority of time to free play, so children have lots of opportunities to develop their concentration and pursue their ideas. Staff are alongside children to teach new skills and expand children's vocabulary as well as join in the fun, exploratory play. Parents have exceptional involvement with the pre-school as they form the management committee, and help on parent-rotas and on special projects such as gardening. Parents meet with their child's key person once a term to work on the child's learning journey, making it a shared record of the child's development. Communication diaries are added to by anyone who has contact with the child, so parents and other day care settings can share relevant information. This supports the consistent and holistic care of the child. The pre-school has established excellent relationships with receiving schools, helping children to make a smooth transition. Staff know each family very well and demonstrate an excellent understanding of their needs. For example, new parents are given essential information initially, and then introduced to the wider work of the group when the child is fully settled.

The pre-school has highly effective ways of addressing the needs of different groups of children. Very active learners are provided with a rich variety of activities that suit their particular learning style. This addresses any achievement gaps. The staff introduce children to the wider world by starting with the child's own experiences. For example, candles we see on a birthday cake are also linked to those used in Divali and Hanukah. In this way, children learn to recognise the similarities as well as the differences between cultures.

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

The staff team clearly relish their work with the children and they know each individual child very well. This enables staff to provide carefully for their welfare needs. Children's ability to settle and their independence in personal hygiene is incorporated into the plans to ensure that each child is settled and comfortable. Staff know children's dispositions and learning styles which helps them to plan meaningful activities to extend children's experiences. For example, home corner equipment is set up outdoors to help children venture outside with favourite games. The learning environment is enticing and stimulating and children quickly

settle to purposeful play. The environment includes a range of objects from around the world in the cooking equipment and instruments for example, but there are few images or pictures which reflect diversity. Children extend and develop their ideas easily. For example, a child playing with the magnet construction begins to walk around the room, investigating the other areas for materials that will stick to the magnet. Staff adapt the learning environment when they see how children are using it which means it is always interesting, both in and out of doors. The routine includes group times, which are sensitively managed to ensure children are engaged throughout. Staff have an exceptional understanding of the Foundation Stage and of how children learn. Planning focuses on the children, so their next steps are the basis of plans. Staff then make observations which immediately feed in to the next plans, maximising children's learning.

Children's safety is very well promoted in the pre-school and staff are very attentive to their welfare. Children settle very quickly and show a strong sense of belonging as they can see their photographs and their work adorning the walls of the room. Children have their book bags and a uniform top which helps them develop a group identity. Children play safely and show an excellent understanding of the safety rules. Children can be very independent at snack time. They can choose when to eat, as the snack bar is open for most of the morning. Children choose their favourite fruits and pour their own drinks. It is a social time sitting with friends and a member of staff is on hand to chat and help where necessary. Children are skilled at pedalling bikes and parking them precisely. They use a variety of tools such as cutlery and gardening tools very safely, and are enthusiastic climbers. Children know why they need to wash their hands and there are sinks in every area to support their excellent hygiene practice.

Children thrive in the pre-school and are busy throughout their time there. Staff are skilled at developing their language for problem solving and communication, asking open questions and giving children the time they need to respond. Children enjoy stories and the cosy book corner is well used. Children spontaneously count as they play and see numerals all around the space, including outdoors. Children are enthusiastic about mark-making and are proud of their attempts to write their names. Staff are particularly skilled at making such activities enticing to children who are reluctant writers, and all join in as a result. Children plant flowers and vegetables and take care of them. They dress up for imaginative play and are enthusiastic singers, practising for a performance. Children are confident to speak in a group. Children's behaviour is exemplary and they play cooperatively with their friends. They take turns, share and show a mature approach to responsibility such as when tidying up. Children are confident and approach new experiences with curiosity and a strong exploratory drive. They use cameras and recording equipment, as well as simple push-button toys, and so are familiar with a range of technology. Overall their time in the pre-school gives them outstanding skills for the future.

## 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	1
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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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