

# South Malling Pre-School LLP

Inspection report for early years provision

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**Unique reference number**

EY426080

**Inspection date**

17/01/2012

**Inspector**

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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**

South Malling Pre-School LLP re-registered in 2011. It is located at Malling Community Centre in Lewes, East Sussex. Children have a main play room with access to an outdoor area nearby. The pre-school is open from 9am to 3pm three days per week, with half day sessions on two days, and operates during term time only.

The pre-school is registered on the Early Years Register. A maximum of 20 children aged between two years to the end of the early years age range may attend at any one time. The pre-school currently has 16 children on roll, and all are in early years age group. The pre-school receives nursery education funding for children aged three years and older.

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

Overall the quality of the provision is good.

The pre-school is well organised, and successfully promotes individual children's care and development. Children have access to a well resourced indoor play environment, although there are fewer resources outdoors. Well-planned activities and detailed assessment, helps to ensure children make good progress with their learning. Staff work effectively with parents and other carers, and demonstrate a consistent capacity to improve.

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

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

- develop the range of resources and learning activities provided in the outdoor play area.

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

The pre-school is well established, with an experienced and trained staff team. All staff are involved in the day-to-day management of the provision, and work together effectively to present a consistent and engaging play and learning programme. Safeguarding is successfully supported, and staff have a good awareness of child protection procedures. A well organised range of security measures, risk assessments and policy documents are in place to ensure the effective safeguarding of children.

Since the recent re-registration, the pre-school has carried out a range of

improvements. These have included further development of observation and assessment to reinforce the monitoring of children's achievements. New strategies have also been introduced to promote children's positive behaviour and group awareness. The staff team are confident in their use of reflective practice, and in their ability to adapt and vary the play activities and play environment to meet the needs of the children. The pre-school works closely with local area quality assurance initiatives. Frequent staff meetings are used to ensure consistency of practice and future development.

The pre-school's indoor play environment is well organised, and offers children a challenging variety of play materials and resources to support their learning. These include art and craft activities, mark making, small world play sets, and a well presented range of manipulative toys and assembly sets. Children have plenty of opportunities for child-led play, and enjoy adapting and combining the resources available to them. They have a wide range of choice and opportunities for self-selection. For example, the pre-school has a well stocked 'choosing trolley', which includes a diverse collection of play materials, all well presented to promote discovery, exploration and investigation. The pre-school's outdoor area is in the process of redevelopment. This has resulted in a smaller range of resources currently available to support children's outdoor learning.

The pre-school successfully promotes inclusion, with a well established key person system in place that is consistently organised to provide close support for individual children. Staff are confident in their knowledge of children's needs, and take care to promote their progress across all areas and identify any learning gaps. For example, focused activities are organised on a one-to-one basis, to concentrate on individual children's priorities for learning. Staff also take care to ensure equality awareness is maintained, and that diversity is reflected, and positively promoted. This is done through the use of resources, planned play projects and frequent visitors, all of which help to extend and broaden children's learning.

Partnerships with other settings are well maintained and supported. Staff are in contact with the nearby junior school, where many of the pre-school children move to. The pre-school also has links with other day care settings, and uses written forms to share information on children's learning. The pre-school works closely and effectively with parents, mainly through their consistent key person approach. Clear information is provided on the play themes and parents are able to review the assessment of their children's progress. Parent involvement mornings are also used to promote contact with staff, and engage parents in the learning programme.

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

Staff use their knowledge of children's interests effectively when planning for learning. Children enjoy their play and achieve well. Many of the organised play themes reflect child led play initiatives. For example, the way children use large blocks has generated a range of play projects about houses and the different

places people live. Staff observe how the children use the resources when considering how to plan the play environment and support further learning. Staff confidently extend children's learning and awareness through the use of good questioning. For example, during sensory play staff use effective open-ended questions to help the children explore colour, texture and the nature of the materials they are using. Staff have a good knowledge of the six areas of learning, and provide challenging mixed media activities to develop children's creative thinking. Children are continually assessed, and their key person uses a well organised system to record achievement and monitor progress. Children's next steps in learning are also fully identified, and staff record when they have been achieved.

Children's awareness of a healthy lifestyle is consistently promoted through the daily routines. Well organised snack and lunch time sessions provide a wide range of learning. For example, children take turns being helpers and learn about a range of foods and where they come from. Children are successfully encouraged to engage in a wide range of active games to promote their physical development. A range of expressive indoor games are provided in the spacious hall, and larger play equipment is provided to promote climbing and balance. Older children also have regular weekly gym sessions, as part of preparing for school.

Children are successfully helped to feel safe and included at the pre-school. Each child's key person closely monitors how their children settle, offering much encouragement in order to help them build their confidence. Children's personal and social development benefits greatly from group sessions and circle times. These are well managed to encourage participation, and cooperation with others. Positive behaviour management techniques and reward systems are effectively used by staff to enhance children's understanding of sharing and learning together.

Children's skills for future learning are effectively promoted. Their communication, language and literacy is consistently encouraged through the use of a phonics programme, and staff introduce children to two letters each week. Children have frequent story times, and enjoy singing sessions and activities involving music and sounds. Their creative development is effectively encouraged through the use of well presented art, craft and construction activities. For example, children make different shaped houses out of paper and card and enjoy getting involved with painting and sticking, together with using a range of tools. Problem solving, reasoning and numeracy feature significantly, and children learn a lot about shapes and sizes through the pre-school's themes. Children engage in matching and sorting activities with staff, and have many activities that promote counting. Children's knowledge and understanding of the world is consistently promoted, especially during role play and through reading books. Staff also explore a wide range of activities that help children learn about the seasons, travel and the local area.

## 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	2
The extent to which children develop skills for the future	2

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