

Ashurst Wood Community Pre-School

Ashurst Wood Primary School, School Lane, EAST GRINSTEAD, West Sussex, RH19 3QW

Inspection date	12/10/2012
Previous inspection date	29/01/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- A clear vision for the pre-school from the management, leads to improved practice. The manager and committee use extensive monitoring and self-evaluation processes to identify areas for development well, which improves provision for the children.
- The successful 'key person' systems ensure that all children develop a strong sense of belonging. Staff monitor children's development closely, so any gaps in their achievement are efficiently identified
- The pre-school staff fully engage with parents in decision making. Parents are comprehensively involved with their children's development and share information about the learning their children do at home, so their interests are followed in the pre-school
- All staff are passionate about improving children's experiences and helping them progress as well as possible. The staff team demonstrates a positive approach towards ongoing training and development and is committed to developing their individual knowledge and understanding of childcare
- The management takes an effective lead role in establishing good working relationships with other professionals involved in the care of the children. This liaison leads to an effective exchange of information that successfully promotes all children's well-being and learning.

It is not yet outstanding because

- Staff do not always focus sufficiently on helping children develop their literacy skills in the outdoor area
- Although children learn to use some information and communications technology (ICT) equipment, staff do not offer a wide range of such resources in order to help children make as much progress as possible in this area.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector talked with available staff, some parents and held discussions with the manager and committee chairperson
- The inspector examined documentation, including a sample of children's records, development plans and staff suitability records
- The inspector observed children's play and staff interactions, indoors and outside.

Inspector

Nadia Mahabir

Full Report

Information about the setting

Ashurst Wood Community Pre-School opened in 1971 and re-registered in 2009. It is managed by a committee of parents whose children attend the pre-school. It operates from a classroom in Ashurst Wood Primary School, near East Grinstead, West Sussex. There are currently 17 children aged from two to under five years on roll. Children have use of one main room and have access to a secure enclosed outdoor area.

The pre-school is open each weekday from 9am to 12 noon, during term time only. There is a lunch club on Mondays and Thursdays when children may stay until 1pm. The pre-school receives funding to provide free early education for children aged three and four years. It supports children learning English as an additional language. A total of five staff work with the children, one of whom holds a relevant National Vocational Qualification at level 4, and four of whom hold similar qualifications at level 3.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- support children further in exploring the control technology of toys, extending the skills children develop as they become familiar with simple equipment and extend the range of ICT equipment made available to them.
- provide further literacy opportunities outside, so that children practise their emerging skills by: including materials for writing during role play and other activities; and through drawing attention to marks, signs and symbols in the environment, including talking about what they represent

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children flourish in the stimulating and inviting environment offered by staff. Children benefit from using good resources overall, which, combined with an excellent range of activities and experiences planned by staff, support their learning and development well.

The resources are well organised to allow children to make choices about their play. This system helps them to develop independent skills well. The staff motivate children's learning well, creating inviting activities. The secure and individualised settling-in routines ensure that children develop secure relationships with all staff and a strong bond with their key person, so they are ready to learn. Children enjoy a good balance of both adult-led and child-initiated play experiences.

Children are supported by well-deployed staff who readily involve themselves in the children's chosen play activities. Staff are positive role models who speak politely at all times, which helps children both behave well and speak courteously. They confidently demonstrate knowledge and understanding of how young children learn and develop, through the way in which they support children. Children's development is regularly observed and assessed. Staff share their findings with parents who are provided with purposeful ways to extend their children's learning at home. Staff plan children's experiences to cover the seven required areas of learning thoroughly overall. The detailed observations made are used effectively to plan the next steps for individual children's learning. Staff use this information effectively to help children progress to the next stage of learning and to prepare for school. Children receive lots of genuine praise for their achievements. Children's self-esteem and confidence are strong as a result. The staff display children's creative work, which gives both them and their families a sense of being valued. A strong partnership with parents contributes to children's individual needs being met. Parents are involved in sharing detailed information about their children's starting points when they first begin at the pre-school. Parents praise the pre-school on the care that their children receive.

Between the indoor and outdoor spaces, children use a good range of developmentally appropriate toys and resources that help to promote their learning and development effectively. These are easily accessible to the children as they are stored at their level. Children happily help themselves, so they become independent learners, which will help them when they move on to full time education.

Staff provide children with an extensive range of mathematics equipment, so they progress well in their numeracy and problem solving. There are some activities that support ICT learning but the provision of a more extensive range of equipment would allow children to enhance their skills, which would better support learning in their future lives. Children gain other useful skills for the future, such as learning about capacity, as they pour water into different resources, comparing the different speeds of the flowing water and quantity. Staff encourage children to explore different textures from materials during their water play, too, showing their understanding that children's play spans many areas of learning.

The contribution of the early years provision to the well-being of children

Staff make good use of the available space both indoors and outdoors, providing the children with engaging and stimulating activities. The staff have good knowledge of each child's background which supports the individual needs of each family. As a result,

children's welfare and sense of belonging is promoted well. Play is purposeful; children are happy and active learners as a result. Imaginative play is rich, with children role-playing out events from home.

The pre-school staff encourage parents' contributions to observations and their comments about learning at home, which support the children's individual learning plans. Establishing secure emotional attachments through effective settling-in procedures are in place to meet the individual needs of children and their families alongside an effective key person system. As a result, children's welfare and sense of belonging is promoted well.

Children's well-being is prioritised by staff as they ensure children are kept safe and healthy whilst in their care. Children fully understand what is expected of them as staff apply effective, clear and consistent boundaries for their behaviour. This promotes their feeling of safety as a result. They competently handle all suitable tools, such as scissors and know how to hold these safely. They manoeuvre cars and scooters confidently to avoid obstacles, showing good coordination skills.

Children show that they can take care of their personal needs independently. Children follow effective personal hygiene routines, which are promoted by the staff's good role modelling. They show good understanding of the importance of following such routines, for example, washing their hands and wiping their noses. Children choose their drinks and snacks independently. They become knowledgeable about healthy eating and have good opportunities to choose healthy snacks. Older children demonstrate their awareness as they talk about germs, and how to protect themselves by washing their hands before a snack. This understanding is owing to good teaching from staff.

Children are learning to treat others with respect and this contributes to their good behaviour, again stemming from the expectations of staff. Staff continually praise and encourage children, which promotes their self-assurance well. Children learning English as an additional language receive significant support. Staff value their home language and parents provide key words which are used and displayed clearly around the pre-school for everyone to see. Furthermore, this becomes an enjoyable learning experience for all children, who learn to appreciate other languages and understand that families and children differ from one another.

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

Staff supervise the children closely at all times. They place a strong emphasis on safeguarding children and understand the procedures to follow if they have a concern about their welfare. Efficient safeguarding measures are followed for staff recruitment and vetting procedures. Children have use of well-equipped, safe and secure indoor and outdoor learning areas that they are able to access safely. However, the lack of some literacy resources in the outdoor space restricts learning in this area for those who prefer to learn outdoors, although these children still maintain good progress overall. Staff are supportive, allowing children to work and play at their own rates, without dominating

them.

Effective partnerships with parents and carers enable detailed information to be shared about the children's individual needs and abilities at induction. As a result, staff care for them effectively and build on what each child can do. The leadership and management of the pre-school ensure effective settling-in procedures are in place to meet the individual needs of children, alongside a successful key person system. There are good systems established to work with parents. Parents are kept well informed of children's progress. They are very confident in the skills of the manager and her team, who they feel are always approachable and helpful. Parents provide extremely positive feedback about the pre-school. They value the resourceful ways that staff help them to support their children's learning. This productive partnership with parents and carers results in strong levels of engagement within the pre-school and enables parents to provide valuable support for their children's welfare and learning.

The pre-school leadership and management have good understanding of their responsibilities in meeting the learning and development requirements effectively. The leadership team demonstrates a strong commitment to driving and implementing improvement in order to enhance the experiences for children. Staff identify a child's need for additional support as early as possible; they share information and records promptly with colleagues, parents and interagency teams. The pre-school leadership has established effective links with the local school in order to support children's transition when they leave the pre-school. Children visit the school prior to attending. Staff support them effectively in preparing to transfer to school as they liaise between the two to provide consistent arrangements for the move, which helps children transfer smoothly.

The management has implemented good systems for self-evaluation that enable the accurate identification of areas for improvement. Regular staff meetings and supervision enable everyone to contribute to the continuous development of the pre-school and the needs of individual children. Management uses successful techniques to inspire and motivate the staff team; consequently, staff are enthusiastic and committed to making continuous improvements to the pre-school. The manager and staff are committed to continuous professional development in all areas as they attend a wide range of courses within the Early Years Foundation Stage. They use the new knowledge and understanding well to improve what they offer the children.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready

		for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY397901
Local authority	West Sussex
Inspection number	816111
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	17
Name of provider	Ashurst Wood Community Pre-School
Date of previous inspection	29/01/2010
Telephone number	01342822584

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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