

# West St Leonard's Early Years Centre

West St. Leonards CP School, Harley Shute Road, St. Leonards-on-Sea, East Sussex, TN38 8BX

<b>Inspection date</b>	17/06/2013
Previous inspection date	08/11/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	1
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		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children make good progress in their learning and development, taking part in interesting activities both indoors and in the outdoor play space.
- Children receive good support to develop their social skills and strong self-esteem. They develop confidence to express themselves in a secure environment by regularly speaking in groups of their friends.
- Children take a very active role in the routines of the pre-school. They choose the activities they want to take part in and very enthusiastically help with the tidying up.
- Good arrangements are in place to support children with special educational needs and/or disabilities.

### It is not yet good because

- Since the last inspection it has been necessary for the pre-school to take action to improve safeguarding arrangements and the procedures for dealing with complaints.
- Fire safety arrangements are not fully effective at all times and this compromises children's safety.
- Displays of children's work do not always celebrate their freely expressive art as there is a tendency for these to include the more adult directed, topic based pieces.

## **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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## **Inspection activities**

- The inspector viewed all areas of the pre-school.
- The inspector spoke with the manager, staff team, some parents and children at appropriate times during the inspection.
- The inspector observed the interaction of staff and children during a selection of activities.
- The inspector scrutinised a range of documentation including records of children's achievement.

## **Inspector**

Liz Caluori

## Full Report

### Information about the setting

West St Leonard's Early Years Centre registered in 1998. It is run by a management committee and has charitable status. The pre-school is housed within West St Leonards County Primary School. It operates from a self-contained part of the school building next to a Reception class. There are two play rooms, a toilet area, and an office. Children have access to a secure enclosed outdoor play area.

The pre-school opens five days a week during school term times from 9am to 3pm. Some children attend all day while others do morning or afternoon sessions. There are currently 55 children from two to the end of the early years age range on roll. The nursery receives funding to provide free early years education for children aged three and four years. The pre-school supports children with special educational needs and/or disabilities.

There are ten staff employed to work with the children. Of these, eight hold relevant early years qualifications.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- Improve safety precautions by ensuring that fire doors are free of obstruction at all times.

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

- promote further children's creative and imaginative development by, for example, placing greater focus on the artwork which expresses their own ideas.

## Inspection judgements

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

Children enjoy a broad and interesting range of activities which help them to make good progress in their learning and development. Experiences such as studying flowers and grasses frozen in ice and digging in the mud patch promote their interest in the natural world. Children excitedly show staff and their friends the spiders and worms they find. Staff know when to intervene to extend children's learning and when to allow children to learn through exploration. The use of open-ended questions by staff and the introduction of good new vocabulary successfully promotes children's language skills. They engage in

animated discussions as they play and are developing the confidence to share their news and opinions during small and large group activities.

The outdoor play area is very popular and children are able to move independently between the indoor and outdoor areas. They engage in physical games as they run around with their friends or climb on the large wooden boat. Children move with control and coordination, for example, they carefully carry buckets of water across the playground and uses brushes to paint water pictures on the walls. Staff give children constant access to art materials such as paint, pens and pencils. Children produce very expressive and individual pictures and respond well to the praise they receive from staff. However, staff also provide children with a range of pre-drawn images, such as astronauts and aliens, which they colour in. These feature in the themed displays around the group room. Choosing to include these images in the displays rather than using children's unique artwork does not reflect the high value staff place on children's creativity. Staff do, however, allow children to photocopy pictures themselves which promotes their use of technology.

Effective assessment arrangements are in place. These successfully identify children's levels of ability and are used to help staff to plan the next steps in each child's learning. Staff monitor each child's rate of progress to identify any gaps in their achievement. They act promptly to narrow any gaps, for example by planning nurture group activities to focus on specific areas of learning.. Staff regularly share written summaries of children's progress with their parents. They encourage parents to contribute observations from home. Appropriate arrangements are in place to complete the required progress checks for children aged two years. Good arrangements are also in place to support children who have special educational needs and/or disabilities. Staff work effectively with parents and other professionals to meet each child's very individual needs.

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

Children show a strong sense of security in the pre-school. They form very positive relationships with staff and understand the routines and boundaries in place. An effective key person system helps to promote each child's emotional wellbeing. As a result children are happy, settled and very sociable. Children receive some good support to learn how to keep themselves safe as staff encourage them learn through practical experiences. For example, children construct their own assault courses using crates and planks of wood. This gives them opportunities to begin to take risks in a carefully managed environment. Children behave sensibly and listen well to staff. They take part in regular emergency evacuation drills. However, staff do not reinforce the importance of fire safety by offering advice or reminders to keep emergency exits clear of toys or furniture.

Children play with an extensive range of toys and resources and confidently transport items around the environment to support their play. The indoor environment is stimulating and is set up to enable a large number of different games and activities to take place. The outdoor area is adventurous and also offers opportunities for children to enjoy a broad range of activities.

Staff support children to learn about the importance of good personal hygiene. For example, they ensure that all children wash their hands before sitting down to eat. Children enjoy the nutritious snacks the pre-school supplies and those who stay all day bring in packed lunches. Staff send home suggestions for parents of items to include in lunch boxes to promote healthy eating. Drinks are available for children to reach independently at all times.

Staff prepare children well for their future move to school. There are good links in place with teachers at the neighbouring primary school. In addition, staff make contact with reception teachers at all other schools children are due to attend. Staff prepare specific information about each child's achievements and learning styles to pass to their new carers.

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

This inspection was brought forward as a result of the pre-school's previous failure to meet all of the welfare requirements of the Early Years Foundation Stage. Since the last inspection an allegation was made against a member of staff. Following an investigation by Ofsted it was found that the pre-school had not followed the correct safeguarding reporting procedures. In addition the required complaints process had not been followed. Ofsted set actions for the pre-school to improve arrangements in relation to both of these issues. The pre-school has since implemented appropriate improvements, such as child protection training for staff and now meets the requirements for safeguarding and complaints. However, during this inspection it was observed that, at times, one of the fire exit doors becomes obstructed with toys and furniture while children play. This is an occasional oversight rather than a lack of awareness but does mean that safety arrangements are not always fully effective. An action has been set to ensure that appropriate safety arrangements are implemented at all times.

The committee and management team fully understand their responsibilities to promote children's learning and development and do this well. Effective arrangements are in place to support them to monitor the success of educational programmes. The manager very effectively monitors staff performance to ensure consistency and identify any training or support needs. Ongoing self-evaluation accurately identifies the strengths of the provision and some areas for further development. Staff actively seek the views of parents and children in order to identify and prioritise improvements.

The positive relationships in place with parents support children to settle easily and help to ensure that their care needs are fully understood. Parents praise the quality of the service the pre-school provides. They feel that they receive a good level of information and comment on how 'lovely' the staff team are. Good arrangements are also in place to share information with any other childcare settings attended by the children. This supports staff to ensure that care is coordinated and cohesive.



## 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 action. 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

<b>Unique reference number</b>	511231
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	896936
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 6
<b>Total number of places</b>	24
<b>Number of children on roll</b>	55
<b>Name of provider</b>	West St Leonards Early Years Centre Committee
<b>Date of previous inspection</b>	08/11/2010
<b>Telephone number</b>	01424 465669

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## Type of provision

For the purposes of this inspection the following definitions apply:

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, which are usually the childminder's 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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