

Rotherfield Village Pre School

Recreation Ground, North Street, Rotherfield, East Sussex, TN6 3LX

Inspection date

Previous inspection date

18/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Exceptional staff interaction during activities really enhances children's communication and language development.
- The pre-school environment and resources are highly stimulating, interesting and challenging. Children are able to flourish and make excellent progress in their learning and development.
- Safeguarding is an extremely high priority and the staff team's secure understanding of how to maintain children's safety has a significant impact on children's well-being.
- Excellent partnerships with parents are established. The daily verbal exchange of information, written contact books, computer access and regular newsletters enable them to be fully involved with their child's care, learning and development.
- The leadership and management of the pre-school are inspirational. Staff recruitment, monitoring and training is highly efficient in its planning and implementation, ensuring all staff are highly qualified, experienced and suitable to work and inspire the children.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had discussions with the manager and most staff members.
- The inspector sampled records and documentation relating to children's progress and development.
- The inspector observed children during an extensive range of activities in the indoor and outdoor environments.
- Six parents were interviewed and their views taken into account.
- The inspector and manager undertook a joint observation of an indoor activity.

Inspector

Joanne Wade Barnett

Full report

Information about the setting

Rotherfield Village Pre-school re-registered in 2013. It operates from a purpose built building in the recreation grounds of the village of Rotherfield, East Sussex. There is an enclosed outdoor play area. The pre-school is open Monday to Friday, from 9am until 3 pm, term time only.

The pre-school is registered on the Early Years Register. There are currently 58 children on roll in the early years age range. The pre-school receives funding for the provision of free early education. The pre-school supports children with special educational needs and/or disabilities and supports children who speak English as an additional language.

There are 16 members of staff, 11 of whom hold appropriate early years qualifications. Of these, five hold a recognised early years qualification at National Vocational Qualification level 3. The manager holds an Early Year Professional Status, one member of staff holds Early Year Teaching and two have Qualified Teacher Status.

What the setting needs to do to improve further

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

- extend opportunities for labelling outdoors by using numerals in purposeful contexts.

Inspection judgements

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

Children make very good progress in their learning and development, taking into account their initial starting points on entry to the pre-school. Teaching methods by staff demonstrate an excellent knowledge of how children learn through play and recognise the uniqueness of each child. Their strong understanding of the characteristics of effective learning really enhances children's learning and development. The team are very well qualified and teaching exemplarily as they provide a tailored programme through the careful planning of activities. Consequently, staff identify and address children's individual learning styles and next steps, which means that the children flourish and achieve. Observations and assessments are used exceptionally well, from identifying children's initial starting points to recording assessments for children's progress checks at the age of two through to the end of the foundation stage.

The pre-school have recently introduced an on line system to monitor each child's learning journey to provide an excellent picture of the developmental stage of each child. Staff know the children in their care extremely well and their observations and assessments of

them are regular, precise and accurate. Staff scrutinise the assessments, look for patterns of achievement and adapt their practice accordingly. This attention to detail means that all children, whatever their ability, thrive and make excellent progress. The progress check for two year old children is fully in place. Parents can access their child's learning and development records and can comment each day. This enables them to contribute to the process of meeting their child's individual needs. This secure, robust system enables staff to identify any learning difficulties or additional needs children may have and to plan specific programmes for them not only at pre-school but also in the child's home environment.

Children are active learners who show an extremely keen interest in what they are doing, as they are involved in their play. The atmosphere in the pre-school is delightful to observe as children are immersed in their play, learning while having fun and lots of laughter and chatter can be heard. Staff listen attentively to children's ideas and are meticulous in their efforts to enable the children to play as they wish to. For example, staff join in creatively with an imaginative game finding a suitable place for the dinosaurs to find water to drink. Staff allow children to direct them so that they recognise that adults are taking the children's ideas seriously. The pre-school gives high priority to children's communication and language skills. For example, staff support children's language development through introducing vocabulary extensively during play activities and everyday routines. Staff effectively use non-verbal actions, gestures, sign language, visual aids and repeat new words continually to extend communication and vocabulary. Staff encourage children to move resources around and make the pre-school 'their own' by making play spaces as they want them to be. Consequently, children move chairs and baskets around inside the room to make 'camps' for their toys and then explain to staff what they are doing and why it is important for their game.

Children have exciting opportunities to develop their physical skills using a wide range of resources. The outside area is an excellent extension to the indoor area and is rich in print, although labels using numerals is less evident in the outside area. Children delight in exploring their environment, including opportunities to use the large field. Children problem solve with skill. They show enthusiasm as they pour water on the windows to clean or down the pipes into the water tray, stretching to balance the pipe, for example. They use grass and natural resources from outside to feed the toy animals in the farmyard. Staff are enthusiastic and entirely respectful of children's ideas and facilitate wishes whenever possible. As a result, children feel confident and are ambitious in their play, which means they can lead their own learning and make excellent progress. Children have excellent opportunities to dig in the garden when planting and tending to the plants and vegetables. This positive interaction greatly supports children's ongoing progress and learning through play and prepares children exceptionally well for their eventual move to school.

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

A highly effective, well-established key person system helps children form strong emotional attachments with the staff in the pre-school. Children demonstrate a feeling of

security as they approach their key person for support or for guidance, reflecting the excellent relationships established. These strong relationships enable children to develop their confidence and behave well. They demonstrate an excellent understanding of how to behave themselves, largely due to their involvement in compiling their own pre-school rules. Relationships within the setting are strong between children and staff. They are sympathetic to children if they become upset and give excellent support through cuddles and kind words. All children are treated with respect and valued as individuals, and are offered praise and reassurance. Communication and feedback between home and the pre-school is excellent. Parents comment that the staff are 'friendly, approachable and always have time to talk'. This collaborative working influences significantly on the well-being of children because they know that everyone around them wants them to do well. This unlimited support means that staff give children the best possible start in their learning.

The pre-school setting is colourful, visually stimulating and inviting. Examples of children's creative work and photographs of them enjoying activities are in abundance around the room. The pre-school environment and the daily routines offer children extensive opportunities to make choices about activities and resources. Resources are stored at low level enabling children to make independent choices. The pre-school environment has been extremely thoughtfully set out into different sections and as a result, the children enjoy all areas of the indoor and outdoor environments extensively.

Children feel exceptionally safe and secure within the pre-school setting through highly effective routines and procedures undertaken by staff. For example, parents bring children into the pre-school setting and the children self-register, finding their name to identify their coat peg. A member of staff takes responsibility for recording the child into the setting in the register providing secure methods of arrival and departure. If someone, different is collecting the child a password system is in operation to fully safeguard the children. Children learn about taking controlled risks to keep themselves safe. For example, when a group of children spontaneously jump in a low-level water tray outside staff tell them that it isn't safe as there are too many children. Staff then ask to see two children jumping in the tray because they would 'really like to see them jumping'. Such sensitive interventions enable children to learn to manage their own risk extremely well. Children develop spatial awareness, pedalling round on the tricycles, learning to steer and avoid obstacles, such as other children. Daily routines within the setting enable children to begin to develop their personal independence skills, pouring drinks and helping to prepare bread for the next day. They learn to dress themselves and take themselves to the toilet, learning the importance of personal care. All these opportunities mean children acquire useful skills they will need for the next stage in their learning, including school.

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

The manager provides inspirational leadership and management having a clear vision for maintaining excellent quality of care and education. Being a 'hands-on' manager involved in all aspects of the pre-school, ensures staff are learning from the manager's own excellent example. She has high expectations and inspires staff to want to develop their knowledge

and skills through in-house training or by supporting them to achieve relevant and up to date qualifications in early years and childcare. This helps all understand and implement the requirements of the Early Years Foundation Stage to a high standard.

Safeguarding has high priority within the pre-school. The pre-school implements highly impressive systems with specific roles allocated to designated members of staff. A well-written policy is implemented effectively by all the staff who attend training on a regular basis. A mobile phone policy further enhances safeguarding procedures within the setting, protecting children's well-being. The highly effective, robust procedures for staff's recruitment provide good security measures. This, alongside the ongoing suitability checks through regular supervision and the annual appraisal system ensures children are well safeguarded.

Self-evaluation is a whole team effort, with all members of the team and a secure management involvement. This enables a reliable, highly reflective document to be established, identifying further areas to develop. The pre-school uses this document to devise plans and formulate ideas to drive improvement across the setting. This is further supported through continuous review, evaluating and adapting the provision. Consequently, achievement levels for children are continually improving and developing. For example, staff have booked on sign language training to enhance the communication methods for all children, particularly those with speech and language delay.

There are exceptional systems in place to promote working in partnership with parents and carers. Feedback from parents is extremely positive and they comment that they are very happy with the care and learning opportunities for their children. Parents praise how well the staff team have helped them to extend their child's care and learning in their home setting. For example, they praise how the staff team have supported them with toilet training techniques. Parents are thrilled by the new computer system that allows photographs of their children to be sent to their computers or smart phones in real time. Partnership with outside agencies is given high priority to meet the needs of the children and families attending the pre-school. Excellent systems implemented mean staff can share information in consultation with parents to support individual children's requirements. This means they provide highly effective systems and programmes that meet children's additional needs. This includes corresponding with other early years providers that share the care of the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY461031
Local authority	East Sussex
Inspection number	909010
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	31
Number of children on roll	58
Name of provider	Rotherfield Village Pre School
Date of previous inspection	not applicable
Telephone number	01892 853207

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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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