

South Malling Pre-School LLP

Malling Community Centre, Spences Lane, LEWES, East Sussex, BN7 2HQ

Inspection date

03/12/2013

Previous inspection date

17/01/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Staff plan activities that are very interesting to the children so they engage well and learn from them.
- Staff constantly praise and acknowledge children for things they do. Therefore, children behave well.
- Staff complete many risk assessments and systems are in place, which keep children very safe in the pre-school.
- Staff encourage children's language development well through lots of discussion and explanation.

It is not yet outstanding because

- Staff do not consistently promote counting and calculating as part of routine activities. This slightly reduces opportunities for children to develop their mathematical skills.
- The lack of heating in the toilet areas means it is sometimes not as warm as the hall children have been playing in to keep them comfortable at all times.

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 had discussions with parents, staff and volunteers.
- The inspector observed activities in the main hall.
- The inspector sampled a range of documentation including children's records, policies and procedures and risk assessments.

Inspector

Jill Steer

Full report

Information about the setting

South Malling Pre-School LLP is committee run and registered in 2011. It operates from one room in Malling Community Centre in Lewes, East Sussex. Children have access to an outdoor play area. The pre-school is open from 9am to 3pm on Tuesdays, Wednesdays and Thursdays and from 9am to 12 noon on Mondays and Fridays during school term times only. There are currently 10 children aged from two years to under five years on roll. This pre-school is registered on the Early Years Register.

There are two members of staff, one of whom is qualified to National Vocational Qualification level 2 and working towards a level 3. The manager is qualified to National Vocational Qualification level four. The pre-school provides funded free early education for children aged two, three and four years.

What the setting needs to do to improve further

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

- improve opportunities for children to routinely use numbers and count
- strengthen systems to further promote children's physical health by keeping them warmer where toileting and nappy changing takes place.

Inspection judgements

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

Staff support all children very well in this small pre-school. They encourage children to choose where they play so they are making their own decisions about what they do. Staff prepare resources and activities that they know the children are interested in each day so they engage well. For example, they may use the construction sets to build a road one day that eventually leads to the climbing frame representing a castle. That then becomes a home which leads to children becoming interested in where different animals and creatures live when they go out for a walk. In this way the planning continually evolves and is influenced by whatever children find interesting and so they gain the greatest knowledge across all areas of learning. From the moment children first start at the pre-school staff find out all about what they can already do and are interested in, so they can plan for them and begin to observe their achievements. Staff keep detailed records of each child's progress and share these regularly with their parents to discuss and compare with what they are doing at home. This enables parents to complement learning at home and give children the best start in their education. Parents contribute their views to the assessment of their children's progress while they are two years old so they are involved

with staff in identifying any areas they are doing less well. They can contribute information about any differences in how the children behave and learn at home so a full picture of their development is recorded.

Staff continuously talk to children, they ask them questions and make suggestions about what they are doing so they have to problem solve and predict outcomes. For example, staff ask if they need more of a certain type of brick, what size will it be and if they need anything else as they take part in a construction activity. Children very much enjoy looking at books and listening to well read stories which they ask many questions about so they hear lots of language. Staff use positional language as they play with children but do not routinely count or calculate so that children learn to recognise numbers. For example, when children put on their shoes they do not encourage them to count to two and they do not calculate how many bricks are left if one is taken away. Children are encouraged to use their imaginations well as they have a role play area set up like a home. They model behaviour they have seen from adults and care tenderly for 'babies', changing their clothes and taking them for walks around the hall. Children practice mark making as they write letters to 'Father Christmas', which they put in envelopes ready to take to the post office. Staff plan these fun activities, which incorporate many areas of learning such as writing, and understanding how things like the postage system works. This effectively raises children's awareness of the world around them.

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

Both members of staff have their own key groups of children who they help to settle in and get to know very well. However, as it is such a small pre-school, the children get to know both members of staff well and are confident to approach either of them for support or comfort as they need to. The small group enables children to become confident and assured so they can speak up for themselves. The provider meets the requirements for staffing ratios as staff all work together in the hall with the children and only go outside together. This means children are supervised well at all times. Children behave very well as they have so much space to move around in and they can easily be alone if they prefer, in one of the cosy areas. Staff provide plenty of equipment, which makes it easy for children to share and play alongside each other well. They are encouraged to behave as staff consistently acknowledge their efforts. For example, they tell them how well they are working together and stating 'wow, that's brilliant' when they achieve something. Children very much enjoy getting stickers and compete to make sure they do not have fewer than other children. They negotiate with staff about what they can do to earn more and eagerly help to tidy up or drink their milk to be rewarded with another sticker on their jumper.

Children help themselves to the resources available in each area of the pre-school and most can go to the toilet alone so they become independent. However, the temperature throughout the pre-school is not consistent so the toilets are not as warm as the main hall for the few children having their nappy changed. Children learn about being healthy by being active every day and going outside. They enjoy nature walks and trips to the park as well as running in their own garden space. Children find out that their body changes when they are energetic and they may get warm so have to cool down again. Weekly

physical exercise (PE) sessions are organised, in particular for older children, so they have to get changed into their PE kit as part of getting ready to go to school. They each have a copy of a book made by staff with photographs of the teachers and all areas of the school which they can take home and look at often. Children learn how their behaviour can sometimes be unsafe as staff advise them how, for example, to carry scissors properly. As they play staff make observations such as pointing out that if they rock the crate they are sitting in too hard they might fall out. As a result, children develop a good awareness of safety.

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

The small staff team works very well together. They share knowledge and experience so they are working in harmony. Staff regularly attend training to further update their knowledge of early years practice and share the course information so they both benefit. They effectively use the time each day before and after children are present to reflect on what they are doing and to evaluate how well the activities achieved the desired intention. Annual appraisals help staff focus on their own career progression and management support and encourage them by suggesting suitable training. Staff attend child protection training so they know the signs that may indicate a child at risk of harm and the policy guides them in how to proceed to protect children's welfare as a matter of priority. All new staff and volunteers are vetted to check they are suitable to work with young children and complete an induction so they know all the policies and procedures. Daily safety checks and risk assessments identify any potential risks to children so staff can make them safe. For example, when parents generally collect children from the main hall unless staff meet them at the main door so children cannot leave the premises alone. The premises are large, well maintained and provide ample space for staff to organise a wide variety of activities and experiences for all children.

Staff work closely with parents so they are always involved in the children's learning and care. They complete a daily diary for each child detailing what they have done. Some children like to put their reward stickers on these so their parents can see exactly how good they have been. Staff and parents collaborate to effectively give additional support to children who may need it, which sometimes means they do not need external support such as speech and language therapy. Parents speak highly of the pre-school and particularly like the fact that it is a small group as their children settle well and their needs are well met. Staff ask parents for their views and reflect on their own practice to see where they can make improvements. Management fully understand their role and responsibility regarding the safeguarding and welfare requirements and keeping Ofsted informed of any significant changes. They also oversee the planning for children's learning as they are involved in it on a daily basis so they know it is effective in providing a rich learning environment for all children so they become eager, confident learners ready to go to school.

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	EY426080
Local authority	East Sussex
Inspection number	945450
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	10
Name of provider	South Malling Pre-School LLP
Date of previous inspection	17/01/2012
Telephone number	07897 826 097

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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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