

Nutley Pre-School Playgroup

Nutley War Memorial Hall, High Street, Nutley, UCKFIELD, East Sussex, TN22 3NE

Inspection date

28/02/2014

Previous inspection date

06/07/2010

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

- Children make good progress in their learning and have a lot of fun as they take part in a broad range of activities.
- Staff promote children's social skills, self-esteem and behaviour very well.
- The stimulating environment and good use of resources promotes children's learning and development well.
- Children receive good support to adopt healthy lifestyles. They enjoy nutritious snacks and develop independence in their self-care.
- Staff provide regularly opportunities for children to engage in the community and learn about their local environment.

It is not yet outstanding because

- Children do not receive many opportunities to assess risks and to learn how to gauge their own physical capabilities.
- The high level of direction in some creative activities does not encourage children to explore their own ideas.

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 used by children.
- The inspector spoke with staff, parents and children at appropriate times during the inspection.
- The inspector observed the interaction of staff and children during a range of activities.
- The inspector undertook a joint observation alongside the deputy manager.
- The inspector viewed a selection of documents including written policies and children's developmental records.

Inspector

Liz Caluori

Full report

Information about the setting

Nutley Pre-school Playgroup registered in 1984. It operates from a large hall and two smaller rooms in the Memorial Hall in the centre of Nutley, East Sussex. The pre-school opens each weekday during school term times. Sessions are from 9am to 1pm on Mondays, Wednesdays and Fridays. The group opens from 9am to 3pm on Tuesdays and Thursdays. All children share access to an enclosed outdoor play area.

The pre-school is registered on the Early Years Register. There are currently 21 children on roll in the early years age range. The pre-school is able support children with special educational needs and/or disabilities as well as children who speak English as an additional language. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years.

There are six staff who regularly work with the children, of who four hold appropriate early years qualifications. This includes the manager who holds Early Years Professional Status. There are a number of bank staff and volunteers who may attend to cover staff absences.

What the setting needs to do to improve further

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

- extend further the arrangements to promote children's independence by allowing them to explore the physical play equipment and consider the risks for themselves
- review the organisation of some planned art and craft activities to make sure that the amount of staff direction does not restrict children's creatively and free thinking.

Inspection judgements

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

Staff successfully promote children's learning and as a result children make good progress in all areas. Effective assessment and planning systems enable staff to plan interesting activities which children join in enthusiastically. Parents receive regular updates on their child's progress and take an active role in their learning. Good arrangements are in place to complete the progress checks for children aged two years.

Within the pre-school children benefit from a generally good mix of free play opportunities and more structured activities. There is a clear sense of routine and children understand these well. Overall, children receive a good level of support to make choices and decisions.

They confidently choose to build structures, look at books and engage in imaginative role play games with their friends. Children also regularly enjoy art and craft activities, most of which result in freely expressive artwork. However, at times, there is a high level of planning in some adult-led activities which restricts children's creativity. For example the occasional use of pre-drawn images and cut out shapes for gluing and sticking activities does not encourage children to explore their own ideas.

Children's communication and language development is good. They talk happily as they play and use their evolving language effectively to share stories from home and to express their views. Staff support children well by using clear language, repetition and open-ended questions which require children to think about their answers. Staff offer a good range of opportunities for children to engage in physical exercise both indoors and outside. Children develop good coordination as they run, climb and balance.

Good arrangements are in place to care for children with special educational needs and/or disabilities. One member of staff takes a lead role in this area and fully understands her responsibility to work with parents and other professionals to meet children's individual needs. There are also effective strategies to support children who speak English as an additional language. Staff learn some key words to communicate with children when they first start. They also ensure that children's home languages are reflected positively in the pre-school.

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

Effective key person systems help children to settle and feel secure. Children respond very positively to the warm, caring interaction of staff. This helps to promote their self-esteem and supports them to develop very good social skills. Children behave well and learn how to share and take turns. This enables them to play cooperatively with their friends.

The organisation of space is effective in promoting children's learning and development. The outdoor area has recently been redesigned and very successfully inspires children to investigate nature as well as engaging in physical play. There is a good range of resources and children generally explore these confidently. However, staff have a tendency to instruct children on how to use the more challenging physical play equipment and supervise them very closely. For example, they hold their hand when walking along low-level balance beams. This does not support children to begin to take carefully managed risks or to learn to assess their own physical capabilities.

Staff offer good encouragement for children to adopt healthy lifestyles. They teach them about the importance of hand washing and ensure that the environment is hygienic. Children enjoy nutritious snacks and those staying for lunch bring in lunch boxes from home. Staff offer appropriate guidance for parents about the pre-school's healthy eating policy. Staff with first aid training are present at all times and appropriate arrangements are in place to record details of any accidents or incidents and to inform parents.

Staff prepare children well for their move to school. They communicate with teaching staff

at the local schools and also work with parents to help to ensure that each child is as prepared as possible.

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

Strong leadership and effective team working help to create an efficient, harmonious environment. The management team fully understand their responsibility to promote children's learning and development and do this well. Newly introduced monitoring systems are beginning to support them to determine the success of educational programmes. Accurate self-evaluation enables staff to identify the strengths of the pre-school as well as areas for further improvement to improve outcomes for children further. The manager conducts appraisals on staff and holds regular team meetings and one to one supervisions to ensure that they are working consistently.

Staff successfully promote children's safety. Recruitment procedures are entirely appropriate and include thorough vetting of staff to ensure they are suitable to work with children. In order to identify potential hazards, staff complete regular risk assessments which they use to put in place appropriate safety precautions to keep children safe. For example, staff ensure the security of the premises by standing by the door to greet children and locking the door when all children have arrived. One member of staff is responsible for child protection and has attended training for this role. She is fully aware of the appropriate safeguarding procedures to follow should any concerns arise about a child to protect their welfare.

Parents receive a very friendly greeting when they arrive at the pre-school. A lot of good information is shared verbally between parents and staff and parents also have constant access to the policy folder and displays including certificates. Parents value the service they and their children receive and offer very positive feedback about the staff and the progress their children are making. Staff also have experience of successfully working in partnership with other professionals and early years providers to meet children's individual needs.

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	109472
Local authority	East Sussex
Inspection number	951488
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	21
Name of provider	Nutley Pre-School Playgroup Committee
Date of previous inspection	06/07/2010
Telephone number	07535 655013

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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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