

Pulborough Village Pre-School

The Brooks Room, Pulborough Social Centre, Swan View, Pulborough, West Sussex, RH20 2BF

Inspection date	05/03/2014
Previous inspection date	05/05/2011

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

- The management and staff team are committed to continually developing and improving the pre-school provision. They monitor their practice closely and take effective steps to ensure positive outcomes for all children.
- The quality of the teaching is good because staff effectively support and extend children's learning. Children are encouraged to explore and make choices in their play. This enables children to develop their confidence and make good progress.
- Staff are good role models as they reinforce appropriate behaviour providing clear guidance to children. As a result, children's behaviour is good and they understand the expectations of the pre-school.
- The pre-school staff have formed positive partnerships with parents and others providing early years education, which supports a consistent approach to children's learning.

It is not yet outstanding because

- While partnership with parents is good, there is further scope to provide parents with activities to support individual children's home learning.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children taking part in a range of activities both indoors and outside.
- The inspector held discussions with the managers and staff at appropriate times focusing on safeguarding children.
- The inspector sampled children's development records, discussed the organisation of daily routines and curriculum planning with the managers.
- The inspector sampled a range of the pre-schools policies and procedures which included safeguarding, accident and medication records and risk assessments.
- The inspector took into account the views of parents.

Inspector

Janet Thouless

Full report

Information about the setting

Pulborough Village Pre-School is a privately owned group. It first opened in 1970 and has been running in the current building since 1996. The pre-school operates from one room in the village hall in Pulborough, West Sussex. All children share access to a secure enclosed outdoor play area. Children come from the local area and attend for a variety of sessions. The setting is registered on the Early Years Register and compulsory and voluntary parts of the childcare register. A maximum of 16 may attend the pre-school at any one time. There are currently 28 children on roll; this includes two-, three- and four-year-old children who receive funding for nursery education. The provision supports children with special educational needs and/or disabilities and those who speak English as an additional language. The pre-school is open Monday to Thursday during term time only from 9am to 12:00 noon and a lunch club is provided from 12.00 to 1pm; on Fridays it is open 9am to 2pm. A maximum of 17 may attend the pre-school at any one time. The pre-school employs four members of staff. All hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- strengthen the partnership with parents further to promote their involvement in supporting children's individual learning at home.

Inspection judgements

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

Staff provide a good range of interesting and challenging experiences which contribute to children making good progress in their learning. Staff are experienced, enthusiastic and child-focused. They observe children and use this information to effectively plan future activities based on their individual needs. They keep clear records of children's progress, which means they have a good understanding of their individual abilities in all areas of learning. Staff give a high priority to encouraging parents to play an active part in their children's learning. For example, parents contribute to initial assessments by completing 'All About Me' forms which provides essential information on children's starting points. Parents are able to read children's developmental records. They comment that they enjoy discussing their children's progress with management and key persons. Parents are provided with ideas to support the current pre-school topic. However, there is further scope to provide parents with ideas on activities to support their individual learning at home. Staff use a summary form to record details for the required progress check for two-year-old children. Staff complete this in partnership with parents and it provides a clear record of their children's progress.

Children are happy, confident and enjoy their learning in this welcoming and friendly pre-school. Each child is respected and valued by the caring staff team, which helps children to learn to respect themselves and others around them. Activities are based on children's individual learning in order to support them to make good progress. For example, when staff identify that children need support in developing relationships with others they set out favourite activities such as super hero play. This supports children in learning to play and cooperate with each other and develop friendships. Staff support children with special educational needs to ensure they make good progress from their starting points. For example, where some children need to develop their communication and language skills, staff offer children experiences to share and interact in small groups.

Staff engage purposefully with children and make good use of open-ended questioning. Questions such as 'tell me about' and 'what do you think we should do next' extend children's critical thinking, problem solving and develop language skills. For example, whilst playing with pirate ships in outdoor play children confidently recall the name of the pirate flag being the Jolly Roger and why pirates hide treasure. Children giggle as they discuss the naughty things that pirates do and go on to discuss the importance of good behaviour and being kind to our friends. Staff model writing for a purpose by displaying signs and captions around the environment. They provide opportunities for children to write in pretend play such as writing invitations for tea parties. Children are helped to recognise and write their name and there are frequent discussions about letters and sounds. From an early age, children have good opportunities to make marks using chalks, corn flour, paint and shaving foam developing their sense of discovery.

Staff seize every opportunity to expand on children's spontaneous interests. For example, when children excitedly discover a beetle in outdoor play staff introduce a bug box with magnification so they see it more clearly. Staff make counting and sorting fun by introducing tweezers for children to pick up and move teddies. Throughout children's play staff talk to them about size and shape developing their mathematical skills. There are very good opportunities for children to develop a love of books. They independently select and look through books and enjoy story time and singing sessions. They enjoy the use of large books and prompts which enhances children's listening skills, curiosity and enjoyment of books. Overall, children are showing good levels of concentration and interest in all that they do. Consequently they are acquiring the skills they need to move on successfully in their learning and eventually to school.

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

Children demonstrate an affectionate and trusting relationship with staff. The effective key person system ensures good attention is given to helping children feel emotionally secure in their environment. For example, the key person skillfully supports children new to the pre-school to gain confidence in their surroundings. This means they settle well, are happy and have a strong base for their learning and development. Older children are developing independence and confidence in doing things for themselves. For example, at snack times children are encouraged to provide the correct amount of cups and cutlery. Children are developing a strong sense of identity because staff recognise children's different

backgrounds. For example, there are photographs displayed in books of family members and they talk about experiences at home. Staff are good role models and encourage children to resolve potential conflict and develop effective strategies. For example, children are encouraged to share popular equipment in garden play. They use sand timers as a visual aid to ensure fairness in turn taking. In addition, staff ring bells to gain children's attention to remind them of the routines of the day. This results in a harmonious, caring learning environment. Children's good behaviour demonstrates that they feel safe in the pre-school environment.

The environment is organised well and is maintained to a good standard of hygiene. It is bright, stimulating and well-resourced indoors and outdoors. For example, in the main play room children enjoy the fact that resources are stored at low-levels enabling them to select their own resources and initiate their own play and learning. Staff seek children's views on activities such as 'rainy day walks'. They then record children's thoughts in speech bubbles and display them alongside photographs. This allows children the opportunity to recall and discuss past events as they go about their daily routines. Through planned topics children are introduced to adult's different occupations. Children thoroughly enjoy a visit from an adult who shared his woodwork skills. They use saws, screwdrivers and hammers making small wooden houses. Staff draw children's attention to the importance of handling these tools sensibly. This helps children develop an understanding on how to keep themselves and others safe as they play.

Children spend time in the fresh air through daily outdoor play. Two enclosed outdoor areas have been developed with one providing easy access from the main play room. Children have a host of opportunities to make independent choices of resources such as climbing and balancing on equipment; riding and maneuvering trikes and planting and harvesting vegetables. Others set up a picnic area and staff play alongside them discussing food items and the many utensils being used. In addition, children learn about their immediate environment by participate in local events such as the Pulborough Village Fair. They enjoy rhyme time at the library and exploring sensory and tactile play resources on the visiting play bus.

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

Management and staff have a good understanding of the requirements of the Early Years Foundation Stage. Good systems are in place to help safeguard children and protect them from harm. All staff have completed safeguarding training and know precisely what steps to take should they have any concerns about a child in their care. In addition, children's welfare is further safeguarded through the use of documentation as staff keep accurate records of attendance for children, staff and visitors. Robust procedures are in place with regards to recruitment, vetting and induction of staff, to check they are suitable to work with children. Senior managers monitor the delivery of the educational programmes to identify any emerging gaps in children's learning. Staff meetings take place on a regular basis where together staff evaluate curriculum delivery to improve outcomes for children. Staff supervision and yearly appraisals take place to identify strengths and areas to

improve. Staff attend regular training to support their ongoing professional development. The management and staff team implement a reflective self-evaluation of the pre-school. This ensures that the pre-school continues to deliver good quality childcare for families attending. The strengths and areas for improvement are highlighted and effectively addressed through an action plan. The pre-school's action plan is clear and concise and shows a strong commitment to continual improvement. Parents are involved in the self-evaluation process through discussions and the use of parent questionnaires.

Children are well cared for in a safe and secure environment. Staff make sure that children are well protected and kept safe and secure. Play areas are monitored daily to ensure children's safety at all times and hazards are minimised through thorough safety checks and risk assessments. Therefore, children play in a safe and secure, well-organised pre-school environment. Comprehensive records are kept of any accidents or medication administered and records are effectively shared with parents.

Staff have developed positive relationships with parents. Parents spoken to are complimentary about the pre-school, expressing a high regard for staff and the learning that takes place. Parents are fully informed about all aspects of the pre-school through regular informal discussions, consultation meetings and newsletters. Well-established links with other professionals enable staff to work closely with outside agencies in order to meet the needs of children effectively. This means that children with additional needs or disabilities receive good support to extend their learning and to experience success. Inclusive practice is evident in the pre-school and staff work in close partnership with parents to facilitate this. The pre-school has also established good relationships with childminders and local schools to promote consistency of care for children and to exchange good practice.

The Childcare Register

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

The requirements for the voluntary 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	113665
Local authority	West Sussex
Inspection number	918076
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	18
Number of children on roll	28
Name of provider	Pulborough Village Pre-school Partnership
Date of previous inspection	05/05/2011
Telephone number	07952982089 or 01798 875329

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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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