

# Ninfield and District Pre-School Group

Memorial Hall Cottage, Bexhill Road, Ninfield, Battle, East Sussex, TN33 9EE

<b>Inspection date</b>	26/11/2014
Previous inspection date	10/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 work closely together in this small pre-school, creating a very warm, family-like atmosphere for children who settle well as a result.
- Children are confident communicators and develop strong language skills because staff have very good teaching skills in this area.
- Staff are very skilled at balancing adult-led and child-initiated play. Children are continually engaged in highly interactive, interesting play.
- Parents are very involved in the management of the pre-school and enjoy communicative partnerships with staff.

### It is not yet outstanding because

- Sometimes staff do not encourage children to solve problems for themselves.

## **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 at play indoors and outside.
- The inspector examined a range of documentation including children's records and a sample of policies and procedures.
- The inspector and manager carried out a joint observation.
- The inspector gathered the views of parents.

## **Inspector**

Susan McCourt

## Full report

### Information about the setting

Ninfield and District Pre-school has been registered since 1972 and provides full day care. It is run by a voluntary committee and is a registered charity operating from a village hall in Ninfield, East Sussex. The setting uses the cottage annexe, with three rooms spread over two floors, as well as the main hall. All children share access to three outdoor play areas. The setting is open from 8am to 5.30pm Monday to Friday, 48 weeks a year and is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. There are currently 27 children who attend, all of whom are in the early years age range. The pre-school offers free early education to children aged two, three and four years. The pre-school employs five members of staff, four of whom 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:

- enhance children's creative and critical thinking skills by giving them further encouragement to solve problems for themselves.

## Inspection judgements

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

The staff have a good understanding of how to meet the learning and development requirements. They organise a wide range of interesting and challenging activities that cover all areas of learning. Children benefit from lots of opportunities to initiate their own play and follow their interests, showing high levels of engagement. Adult-led activities are also well-planned to be highly interactive, which means that children are continually learning. As a result, children make good progress.

Staff have good, consistent teaching skills. They are alongside children, talking with them all the time so children hear a rich and varied vocabulary. Staff plan engaging activities, such as exploring the contents of a colour bag or memory tray so that children can identify or learn about unusual objects such as a hoof pick. Staff explain what things are for, and when children ask questions they can be confident of a simple and precise explanation. For example, a child asked why someone can't just take a stone from a horse's foot with their fingers. Staff skilfully explain the shape of a hoof and how something can get stuck. This helps children to develop a wide vocabulary and become confident communicators. Staff weave mathematical language into all types of play. Children compare small things to larger things and count the items on a tray. They match the items with the numerals nearby and make simple calculations of one more or less. Staff exploit children's natural curiosity to add interest and challenge to spontaneous play.

For example, children laid out stones which had been numbered. Children identified each number, covered them in foam and then washed the foam off to see what numbers were underneath. This extended a simple activity into lengthy sensory and exploratory play. Children enjoy lots of opportunities for self-directed play. For example, they use figures of pets, buildings and people to set a scene and act out a story. They ask staff questions about some of the figures, such as the guide dog, and work together with their friends as they play. This demonstrates that children are skilled at following their own ideas, making choices and exploring new challenges. Sometimes, however, staff offer solutions rather than encouraging children to consider how they might solve a problem themselves. This has an impact on how well children develop critical and creative thinking skills.

Staff work with parents to gather information on children's abilities when they start in the pre-school. Staff combine this information with their initial observations to identify children's strengths and next steps in learning. Staff make frequent observations of children's learning and achievements and write summary reviews of their progress each term. They share these with parents, along with daily handover information on children's achievements, to keep parents informed. Staff focus on their key children and plan particular activities to target children's learning. Staff also assess children's language development and well-being, giving them a holistic overview of each child. Staff work as a team to plan, which means that all staff know the next steps for each child. As a result, spontaneous or child-initiated play is consistently of a very good quality. The summary reviews are used as the basis for the progress check made when children are aged two and the information documents prepared for when children move onto school. Staff track children's learning against expected levels of development and records show that children make good progress in their learning in all areas.

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

Staff are very effective key persons for all children. Children are assigned a key person when they start, taking into account any bonds children may have already made. The key person stays in that role throughout the child's time in pre-school, so families benefit from a strong relationship over time. The small staff team and small group of children are always together and so build strong relationships with everyone. This means that children's individual needs and personality are well known to all staff, ensuring a warm, family atmosphere where children thrive. Staff have created a very good learning environment. Toys and play equipment are stored in well-labelled, low containers so that children can make independent choices easily. Staff use good quality resources, indoors and outside, to promote children's learning in all areas. Children become independent, active learners.

Children have good opportunities to learn about healthy lifestyles. They have well-balanced and nutritious snacks, which they help to prepare, and they enjoy taking part in an annual cooking event where they prepare a meal for their families. These activities help children to learn about good hygiene, diet and food preparation. Children take responsibility for spreading butter and pouring drinks at snack time, which promotes their independence and physical skills. They use a wide variety of small tools, which helps them

to practise skills for early writing. Children also enjoy action songs and vigorous play outdoors to build their strength and confidence, and they understand how to take care of their personal safety because staff explain consequences. For example, children remind each other that not sitting properly on a chair could mean they fall and hurt their head.

Children are very mature in their behaviour. They understand how to take turns and ask to borrow or share politely. Older children enjoy nurturing the younger ones, who in turn learn good behaviour from their older friends. Children take responsibility for their personal belongings and help to tidy away. This develops their independence and understanding of how to keep the environment safe. Children are confident to talk in front of a group and enjoy sharing their ideas and experiences. Their curiosity is rewarded well because the activities are interesting and engaging, which builds a love of learning. Overall, children gain good skills to help them in the future when they move on to the next stage in their learning.

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

Staff and the committee have a good understanding of how to meet the safeguarding and welfare requirements. All staff and committee members are checked to make sure they are suitable to be with the children, and they review safeguarding policies regularly to keep them up to date. Staff have regular refresher training in child protection and understand their role and responsibility very well. They follow clear guidance and procedures, should they have any concerns about the welfare of a child, and know how to protect children's safety online. Staff gather all the required information in children's records and ask parents to update it every year, as well as exchanging information at handover times. This means staff are always aware of children's individual needs. Staff maintain children's registers, visitor books and other documentation in a very professional manner, which underpins children's welfare.

The manager works alongside staff in all areas of the pre-school, and so has a very good understanding of staff's strengths. The staff team reflects on the provision every day when evaluating activities and children's learning. Staff meet regularly to discuss longer term issues and the manager moderates the staff's work when she reviews children's learning journals. Staff carry out peer observations on each other and make enhancements to their teaching techniques as a result. They have a broad variety of ways to monitor quality, such as audits and participating in a quality assurance scheme. The manager uses the tracking of children's learning to identify and address any achievement gaps. For example, the manager sought professional advice because she identified that a group of children had specific needs in terms of their language development. Children made rapid progress as a result. The committee works with the staff team to plan for long term improvements, such as adapting the building. The chairperson carries out staff appraisals and staff value the opportunities they have for professional development.

Parents benefit from a wide variety of opportunities to build strong partnerships with staff. For example, being on the committee gives parents the chance to manage the pre-school

and shape the provision for children. In addition, there is also a 'friends' group for those who want to offer support in other ways. Parents receive regular information about their child's care and learning and have opportunities to contribute their ideas and comments. They also give their opinions in annual questionnaires, which are taken into account as part of the evaluation process. Parents say they notice their children's growing social and communication skills, and enjoy being part of such a close community. Staff have established very strong partnerships with schools and other professionals. Reception teachers from local schools visit the pre-school and meet the children. Children from pre-school and reception year make regular visits to each other's settings for shows and events such as sports day. This helps pre-school children to become familiar with school and be confident about this move. Staff complete information documents about children's care and learning to pass onto the next provision, which promotes consistent, coherent care for the children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	109468
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	839604
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	15
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Ninfield & District Pre-School Group Committee
<b>Date of previous inspection</b>	10/12/2009
<b>Telephone number</b>	01424 893490

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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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