

# Netherfield Pre-School

Netherfield C of E Primary School, Darvel Down, Netherfield, Battle, East Sussex, TN33 9QF

<b>Inspection date</b>	13/11/2014
Previous inspection date	12/03/2009

<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 are kind, friendly and supportive. This results in children settling easily and forming strong emotional attachments to adults.
- Staff are skilled at interacting with children as they play to promote and extend their learning.
- Staff thoughtfully plan activities that are based around children's interests. As a result, children enthusiastically join in with activities and have fun as they learn.
- The manager shows a strong commitment to the ongoing review of practices in order to continue to drive improvement and improve the quality of provision for children further.

### It is not yet outstanding because

- The range of resources to enable children to explore and use varied forms of technology for different purposes is not extensive.

## 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 activities indoors and in the outdoor learning environment.
- The inspector carried out a joint observation with the manager.
- The inspector discussed childcare practices and the setting's self-evaluation form with the manager.
- The inspector sampled children's learning records and other relevant documentation.
- The inspector took account of the views of parents spoken to on the day and from information included in the setting's parent questionnaires.

## Inspector

Alison Weaver

## Full report

### Information about the setting

Netherfield Pre-School has been registered at their current premises since 2008. Previously they operated for five years at a village hall. Children have access to a purpose built building within the grounds of Netherfield Church of England School. The setting has links with the Early Years Foundation Stage provision in the primary school. The premises consist of two play rooms, office and kitchen. There is a secure outdoor play area. The building is wheelchair accessible and suitable facilities are in place. The group is registered for a maximum of 24 children aged between two and five years and the majority of children attend from the local community. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are six members of staff, two qualified to National Vocational Qualification at level 2 and three at level 3.

There are currently 22 children on roll, some in part time places. Currently they support a number of children with learning difficulties.

The setting employs four staff. All of the staff, including the manager, hold appropriate early years qualifications. There are two members of staff who hold Early Years Teacher Status.

Opening Periods are Monday to Friday 09.00-15.00. School term times only.

### What the setting needs to do to improve further

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

- extend the use of resources to promote children's increasing skills in using a wide range of technology.

### Inspection judgements

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

There are effective systems in place that enable staff to get to know new children well. They form successful partnerships with parents from the start as they gain valuable information from them about children's home backgrounds, interests and abilities. The key persons use the information from parents competently to plan activities and provide resources that reflect children's interests and meet their needs. As a result, children separate confidently and easily from their parents. At the inspection, children quickly found their favourite toys and settled down to purposeful play.

Staff create an accessible and interesting environment with a wide range of learning experiences for children to explore. Children are increasing their skills in using technology.

However, staff have not fully extended the selection of resources and activities that support this aspect of their learning.

At the inspection, staff provided good support for children and skilfully promoted their language skills. Staff talked to children and asked questions that encouraged them to think about what was happening and what they saw. This helps children become confident speakers who share their thoughts and feelings readily. Staff use everyday opportunities to reinforce numbers and counting. For example, during the inspection, when playing outside, staff asked children how much petrol they needed in their cars. They talked together about how much it cost and pretended to count out the money to pay. Children enjoyed the activities and showed they are well motivated to learn. They had fun exploring and investigating their world with good input from adults. Staff allowed children the freedom to initiate their own play but were there to extend their thinking and play. As a result, children sustained an interest in activities. They showed curiosity and were finding out how things work. Children saw what happened when they put sand in the guttering. They eagerly joined in using torches to explore in a darkened room. Children are clearly making good progress in their learning and development.

Staff observe children as they play and assess their progress effectively. They identify learning priorities for their key children and plan for their continuing progress competently. Staff involve children successfully in the planning process by gaining their input and ideas. This helps engage and motivate children. Staff actively encourage parents to be involved in their child's learning by giving them ideas of what they could do at home. They value contributions parents make such as sharing wow moments when children have achieved something special at home and their current interests. Staff use what parents know about their children in the planning. They keep parents well informed about children's progress through daily verbal feedback. Staff also share the learning records and identified learning priorities consistently with parents. These effective partnerships with parents contribute to children's continuing progress towards the early learning goals.

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

Staff are warm, welcoming and caring. As a result, children form strong bonds with adults. They develop good levels of self-confidence as staff encourage and praise their achievements. At the inspection, children showed they were content and settled as they moved around making choices and decisions about their play. They demonstrated they become very independent as they helped tidy up, dressed themselves and poured their own drinks. Children showed they have developed good social skills as they played amicably together with their friends and shared resources. Staff reinforced good manners and behaviour competently. Children responded well to gentle reminders from adults. Consequently, staff prepare children well for moving on to school successfully.

Staff actively promote children's health by discussion, planned activities and everyday routines. They provide healthy snacks and easy access to drinking water. Staff help children develop a secure understanding of why they need to wash their hands. As a result, children adopt good personal hygiene practices. They know when they need to

wash their hands, for example, after making fat balls for the birds. Staff provide plenty of opportunities for children to enjoy fresh air and exercise. Children eagerly choose to play outside with the toy cars and other outdoor equipment. They develop good coordination and control of their bodies as they play outside. Children learn to manage risks successfully when they go on trips to the local woods.

Staff reinforce safety messages with children skilfully. They help children to think carefully about the impact of what they are doing. This helps children develop a good awareness of how to stay safe. Staff practise fire drills with children so that they know what to do in the event of an emergency.

Staff create an attractive and visually stimulating environment for children. The use of low-level storage promotes children's independence effectively. Children have easy access to a wide range of safe, interesting and challenging resources. Staff provide plenty of resources so that children can explore using their senses. For example, they have access to a variety of natural objects such as fir cones, twigs and leaves. Overall, staff use the resources competently to support and extend children's learning.

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

The leaders and manager of the setting have a thorough knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They maintain all the required documentation in a professional manner. This contributes to the smooth running of the setting and to children's welfare. There are robust recruitment processes that help to make sure that all staff are suitable to work with children. All staff complete safeguarding training so they have a good understanding of what to do if they have any child protection concerns. This helps promote children's safety and well-being. Staff carry out rigorous risk assessments and safety checks. They identify and minimise hazards to children successfully. As a result, children quickly become independent as they can move around freely and safely.

The manager monitors and reviews the educational programmes and assessment systems competently and systematically. She works closely with her staff team to identify gaps in achievements in individuals and groups of children. This enables them to address any areas needing further development and narrow gaps in children's achievements successfully. For example, they identified the fact they needed to increase learning experiences in mathematics for all children. This has resulted in an improved number-rich environment where staff use everyday opportunities to promote numbers and counting effectively with children as they play. The staff team has robust ongoing development plans with well-focused targets to help continue to improve outcomes for children. For example, they are currently working on developing the outdoor area further as a stimulating learning environment for children.

The leaders and manager show a strong commitment to promoting the professional development of all staff. There are effective systems for helping all staff continue to

develop their knowledge and practice. Staff regularly attend courses on a wide variety of subjects. They make good use of the training to make further improvements to the setting. For example, information gained at a literacy course has helped staff review resources and activities they provide to further support this area of learning. This has resulted in increased skills in children's ability to handle and use writing tools.

There are good systems for the two-way exchange of information with parents and agencies. This contributes to consistency in children's learning and welfare as they work together to support a child. Staff also work competently with other settings involved with individual children. Parents commented that their children have made good progress since being at the setting. They stated that they felt well informed about their children's progress. Parents also said that staff valued their contributions and observations about their children.

### **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. 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>	EY370015
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	829157
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Netherfield Pre-School Committee
<b>Date of previous inspection</b>	12/03/2009
<b>Telephone number</b>	01424 838 813

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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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