

Bodiam Pre School Playgroup

The Parish Rooms, Parker & Ashcomb, Almshouse Trust, Bodiam, East Sussex, TN32 5UJ

Inspection date	15/01/2015
Previous inspection date	25/03/2009

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 are warm, caring and friendly and this helps children feel secure, settled and comfortable.
- Strong partnerships with parents contribute to children's continuing progress in learning and development.
- Staff make good use of children's interests and favourite activities to promote and extend their learning.
- Staff successfully prepare and support children for their move to school.
- The manager and staff team consistently reflect on their practices and make improvements that benefit children.

It is not yet outstanding because

- Staff have not fully developed the outdoor area as an interesting and stimulating environment to extend children's 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.

Inspection activities

- The inspector observed activities indoors and in the outdoor area.
- The inspector sampled children's learning records and other relevant documentation.
- The inspector held meetings with the manager and deputy manager.
- The inspector took account of the views of parents' spoken to on the day and from information included in the pre-school's parent questionnaires.
- The inspector looked at the pre-school's self-evaluation form and development plans.

Inspector

Alison Weaver

Full report

Information about the setting

Bodiam Pre School Playgroup is a committee run pre-school that registered in 2005. It operates from The Parish Rooms in Bodiam, East Sussex. The pre-school opens five days a week during school term times. Opening times are from 8.45am to 3.30pm. There is an enclosed outdoor play area. The pre-school is registered on the Early Years Register. There are currently 24 children on roll in the early years age range. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs five staff. All of the staff, including the manager, 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:

- further develop the outdoor area into a rich and varied environment where children can explore, use their senses and increase their skills.

Inspection judgements

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

Children separate easily from parents and settle quickly. This is because they have a special adult, their key person, who gives them plenty of support and attention when they arrive. At the inspection, the key persons reassured children and helped them find their favourite activities. Children soon became absorbed in purposeful play, such as painting and model making. They concentrated well at activities as staff made sure there were challenging resources available that reflected children's current interests. Staff actively encourage children to initiate their own play and to explore independently. This results in children becoming active learners who enjoy the learning opportunities. Staff thoroughly prepare children for moving to school. They take children to visit the school to get them used to a school environment. For example, staff help children become familiar with the lunchtime routines and play times. This helps children settle easily at their new school.

Staff focus consistently on meeting children's individual needs. They gain helpful information from new parents about children's interests and abilities. This enables every key person to get to know their children well. Staff observe and assess children's progress competently. The key person identifies learning priorities for their children successfully. They actively engage parents in contributing what they observe at home about children's learning and development. Parents continue learning at home and do activities that complement what they are learning in the pre-school. This greatly benefits children as staff and parents are working closely together to help narrow any gaps in children's learning.

At the inspection, staff skilfully interacted with children as they played. They focused on promoting and extending children's learning based around their identified individual learning priorities. Staff use good questioning to help children express their ideas. As a result, children's confidence in speaking is developing well. Children showed good communication and language skills as they talked about what they were doing and shared their experiences. Staff developed children's conversations and discussions by sensitively asking further questions that improved their learning. They talked with children about letter sounds in their names. Staff counted with children and reinforced their understanding about size and shape during play and everyday routines, such as snack. For example, they talked about halves and quarters as they cut up apples. Children sorted coloured pegs and made patterns and shapes with them. A group of boys were solving problems as they worked out how to make their models with good support from adults. Children make good progress in their learning.

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

The key person system works effectively as it enables every child to form a strong emotional attachment to a particular adult. Staff are kind, caring and supportive. This results in children feeling at ease and happy. They show good levels of confidence and independence as they move around and explore. Staff organise the indoor space thoughtfully and carefully to meet children's changing interests and needs. They make sure the indoor and outdoor areas are safe and that toys are easily accessible. At the inspection, children were making independent choices from the low-level storage units indoors. They chose from a wide range of good quality resources. Children enjoy their time outside in the fresh air and have opportunities to develop their large muscles. For example, when using tricycles and ride-on toys. However, staff have not fully developed the outdoor area to make it a stimulating and interesting learning environment for those children who learn better outdoors.

Staff make good use of everyday opportunities to reinforce children's awareness of the need to be kind and share resources. They gently explain to children about the impact of their behaviour on their friends. As a result, children develop good social skills. They behave well and develop a good understanding of what is acceptable behaviour. Staff effectively reinforce safety messages. For example, they get children to think what might happen if they take a particular action. This results in children developing a good understanding of how to stay safe. They have fun acting out fire safety scenarios.

Staff actively promote children's good health and independence. They provide healthy snacks that children enjoy. Staff encourage children to take on tasks and look after themselves. At the inspection, children showed good self-care skills as they washed their hands before snack. They served themselves, using spoons to scoop out raisins from a bowl. Children carefully poured out their own drinks. They washed their own plate and cup after they had finished.

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

The management team has a good knowledge and understanding of the Early Years Foundation Stage. The manager and staff successfully meet the legal requirements. They have all the required documents in place and these contribute to the smooth running of the pre-school. They use rigorous recruitment and induction procedures that help ensure staff are suitable to work with children. All staff complete safeguarding training. As a result, they have a good awareness of how to recognise and report any child protection concerns. This helps promote children's welfare.

Staff work very closely with parents, agencies and other settings involved with children. There is a good two-way exchange of relevant information. This helps promote continuity in children's care and learning. Staff regularly use questionnaires with parents to gain their feedback and ideas for improvement. Parents stated that they like the home contact books as a means of communication. They said they feel well informed about their children's progress and this enables them to continue learning at home. Parents liked the fact that staff value their contributions, such as written observations of children's achievements and photographs of what they have done at home.

The management team focuses well on promoting the professional development of all their staff. They have thorough systems, such as staff supervision and appraisals that help every staff member continue to improve their practice. Staff make good use of information gained at training courses to review and improve their overall practices and the educational programmes in the pre-school. For example, a recent letters and sounds course helped staff increase ways in which they promote children's literacy skills. Staff evaluate the activities and resources consistently to make sure they use them effectively to meet children's needs.

The management team regularly monitors staff performance and the resulting level of children's progress. They are developing good systems that are helping them identify and monitor the progress of groups of children. This is enabling them to identify and close any gaps in children's learning successfully. For example, they identified the need to have more opportunities for boys to develop early writing skills. They addressed this and now boys are happily engaging in writing for different purposes both indoors and outdoors. Staff are currently looking at increasing the information and communication technology equipment because they have identified this as an area for improvement. The management and staff team show a strong capacity to continue to improve outcomes for children.

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

Unique reference number	EY309603
Local authority	East Sussex
Inspection number	834278
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	15
Number of children on roll	24
Name of provider	Bodiam Pre School Committee
Date of previous inspection	25/03/2009
Telephone number	01580 830615

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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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