

Bodiam Pre-School

The Parish Rooms, Sandhurst Road, Bodiam, East Sussex TN32 5UJ



Inspection date	4 April 2019
Previous inspection date	15 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff and parents have positive partnerships. Parents are very pleased with the daily communication and the frequent opportunities they have to discuss children's learning. Staff encourage parents to contribute to their children's learning and progress records and most parents do so.
- Children have highly positive relationships with their key person. They have secure emotional attachments and this helps to support their very strong sense of self-confidence. Children's behaviour is exemplary.
- The child's key person and parents work together to establish the child's starting point and next steps in their learning. From then on, the key person observes the child at play and plans suitable activities to help them make progress in their learning. Children make good progress.
- Staff have strong links with the local primary school and with other settings where there is shared care. There are strong systems of communication between staff at the pre-school and those at other settings. This helps to ensure a consistency of care and learning approaches.
- Staff provide insufficient opportunities for children to learn about people and communities beyond their own immediate experience.
- Sometimes, the questioning skills of staff do not consistently help to support children's independent thinking skills or extend their learning.

What the setting needs to do to improve further

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

- provide a wider range of opportunities for children to learn about people and communities beyond their own experience
- develop the use of staff's questioning skills to consistently help to support children's independent thinking skills and extend their learning.

Inspection activities

- The inspector and the manager observed staff members interacting with children and discussed their practice.
- The inspector had a tour of the premises, inside and outside.
- The inspector checked documents relating to children's welfare, including risk assessments and evidence of the suitability of adults working with children.
- The inspector reviewed children's learning and progress records.
- The inspector spoke to parents and children and took their views into consideration.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff members have a thorough understanding of the procedures to follow and the people to contact if they have a concern about a child's safety or welfare. Staff are vigilant in checking the equipment, premises and routines to ensure children are safe. Staff consult with parents about proposed improvements to the setting and provide good support. For instance, the outside area has been refurbished to provide children with greater opportunities to develop their physical skills and to grow their own fruit and vegetables. Staff benefit from regular one-to-one meetings with the manager to discuss their practice and training needs. Staff support children with special educational needs and/or disabilities well. Where necessary, staff refer children to external professionals for additional support. Staff monitor the progress of children carefully. Where there are gaps in learning, prompt action is taken to close them.

Quality of teaching, learning and assessment is good

Staff support children's language and communication skills effectively. For instance, adults speak clearly and repeat words and phrases back to children, sometimes using simple sign language to help to support children's understanding. Staff ensure that children have plenty of opportunities to develop their early writing skills. For instance, children use chalk to draw outside. Staff encourage children to draw on their own experiences as they consider what to include in their pictures of themselves in school uniform. Children delight in sharing books with an adult. Staff encourage children to join in with repeated language and to predict what happens next in the story. Staff help children to develop an understanding that materials change. For example, when making modelling dough, children realise that by adding more flour, it becomes less sticky.

Personal development, behaviour and welfare are outstanding

The environment is highly interesting and stimulating. Children are exceptionally well-motivated and thoroughly absorbed in their learning. They freely choose their own resources and activities from the inspiring range on offer. For instance, they organise their own games of 'hide and seek'. Children have plentiful opportunities to develop their physical skills. They demonstrate excellent coordination skills in riding scooters and bicycles. Staff provide children with a myriad of opportunities to learn outside in the fresh air. For instance, they grow their own salad which they relish eating at snack time. Children demonstrate an exemplary understanding of turn-taking to achieve a common goal. For example, they voluntarily take turns to add different ingredients to make modelling dough. They make decisions about what colour to make it and whether to add glitter or not, which they do. Staff very effectively help to support children to keep safe. For example, children clearly explain how to hold scissors safely.

Outcomes for children are good

Children are well prepared for the next stage of their education, including school. They learn to manage their personal care effectively, including feeding themselves. They benefit from having access to a range of activities to support their early writing skills. Children learn to recognise the initial sounds of different objects and to write the letters from their names. Children learn to count and are independent learners.

Setting details

Unique reference number	EY309603
Local authority	East Sussex
Inspection number	10070286
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	15
Number of children on roll	27
Name of registered person	Bodiam Pre-School Committee
Registered person unique reference number	RP525649
Date of previous inspection	15 January 2015
Telephone number	01580830615

Bodiam Pre-School 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. 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 six staff, two of whom are apprentices, just completing level 2 and level 3 training. Four members of staff hold appropriate early years qualifications.

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