

# Inspection of Newick Pre-school

The Old Reading Room, Church Road, Newick, LEWES, East Sussex BN8 4JX

---

Inspection date: 12 November 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
------------------------------	--------------------

---

The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children develop an exceptional range of skills to help them be ready for starting school. Teaching is outstanding. The high-calibre staff team uses its expert knowledge to plan an extensive range of challenging activities. The curriculum is rich and exciting, and is enhanced by many visits into the local community. The pre-school leader is an inspiring manager. She works tirelessly and shows relentless dedication towards providing the highest level of provision. Every child's needs are planned for meticulously. Children's individual characters, personalities and learning styles are fully understood and respected by staff. Key persons are passionate about making sure every child reaches their full potential in all areas of learning. The relationships between staff and children are exceptionally positive. Children's safety is given the highest priority. Staff are extremely vigilant and help children understand about possible dangers, especially during visits within the local community. Children's behaviour is exemplary. They are polite and respectful to one another and take pride in promoting the pre-school's 'golden rules'. For example, children spontaneously remind one another to 'be kind to one another' and 'have fun'. Children take an active interest in caring for the environment. They take on the role of 'eco-helpers' and confidently understand the importance of recycling their packets from lunchtime and conserving rainwater to care for their plants.

### **What does the early years setting do well and what does it need to do better?**

- The manager monitors the quality of provision meticulously. She has successfully made extensive changes since the last inspection and these have significantly improved children's learning. For example, staff now plan activities much more carefully based on what they see children showing an active interest in. This spontaneous approach means that children's ideas are very much valued and used as a base to extend learning.
- The promotion of children's speaking and listening skills is exceptional. Children become confident communicators as staff teach them new words and reinforce new vocabulary. For example, one child used the word 'complicated' when trying to explain something to their key person. The change in layout of the book corner has had a very positive impact on children's love of books and their literacy skills. Children now access books frequently during the session and enjoy sharing stories with staff.
- The range of activities provided for children is excellent. Full use is made of the local area to enrich children's experiences. For example, children regularly visit the residents in a local care home and enjoy forming relationships with older people. Some of the children recently took part in the village Remembrance Day service and spoke in detail afterwards about poppies and what these represent. Frequent visits to the local farm to see and feed the animals are firm favourites

with the children, and they recall these experiences with excitement and enthusiasm.

- The links formed with the local school are excellent. The manager and Reception staff work very closely together throughout the year to ensure every step is taken to prepare children for starting school. Joint projects with the pre-school, parents and Reception staff mean that children are very familiar with school routines before they start. Parents report how impressed they are with the partnership working between the pre-school and Reception staff, and how this significantly helps children settle into school very quickly.
- The curriculum enables children to explore, experiment and try new things freely. Children are confident to keep persevering when tasks are challenging, and they are proud of their achievements. Every strategy is used to support children's confidence and emotional well-being. For example, the 'Wow Wall' is used exceptionally well to acknowledge and celebrate children's achievements at home and provides a good link between parents and staff.
- All children, including those who need extra help with their learning, make rapid progress. Funding is used particularly well to support individual children's needs. Staff monitor children's learning carefully and make sure that accurate information is shared continually with parents. Imaginative strategies are used to encourage parents to extend children's learning at home. For example, children delight in taking home the pre-school's 'Hartley Bear' and record his adventures in a journal to share with the staff and children.
- Parents are overwhelmingly positive about the pre-school and the way in which it supports children's learning. They commend the manager and her staff and confirm how much their children enjoy attending. One parent said, 'I wouldn't change a thing'.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a superb understanding of their responsibility to report any concerns about a child's welfare. They work collaboratively with other agencies and share all relevant information. When staff join the setting, rigorous recruitment checks are completed to make sure they are suitable to work with children. Staff undertake relevant training to keep their knowledge of safeguarding up to date. They fully understand how to protect children and take all relevant precautions within the pre-school. For example, when children use the tablets to find out information, staff supervise them closely and make sure all information is suitable for children.

## Setting details

<b>Unique reference number</b>	109467
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10128648
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	23
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Newick Pre-School and After School Club Committee
<b>Registered person unique reference number</b>	RP905656
<b>Telephone number</b>	
<b>Date of previous inspection</b>	12 October 2015

## Information about this early years setting

Newick Pre-school has been established since 1969 and registered with Ofsted in 2001. It is located in Newick, East Sussex. It is open each weekday during school terms from 9am to 3pm. A team of nine staff work with the children, all of whom hold appropriate early years qualifications. Both the manager and deputy manager are qualified to foundation degree level. One member of staff holds an early years degree. Funding is accepted for the provision of free early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Jo Caswell

## Inspection activities

- The inspector involved the pre-school manager in the inspection process and discussed how the curriculum is planned and how the quality of provision is evaluated.
- The views of children, staff and parents were taken into account by the inspector.
- A tour of the pre-school premises and outside area was conducted to assess how well the areas are organised to keep children safe and promote learning.
- The pre-school manager and the inspector completed a joint observation of an activity together to evaluate the quality of teaching.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019