

Inspection of Etchingham Barn Owls Pre-school

Etchingham Primary School and Nursery, Parsonage Croft, Etchingham, East
Sussex TN19 7BY

Inspection date: 4 March 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy the time that they spend at this welcoming and friendly setting. They arrive happily and with enthusiasm to learn. They settle well and show that they are happy, and feel safe and secure. Staff get to know all the children very well right from the start. They take time to work with parents to find out about children's interests and what children can do on entry. For example, staff visit children in their home environment before they come to the setting. This helps them to build on what children already know and to support their emotional well-being.

Children have a positive attitude to their learning and are eager to take part in activities. For instance, children work together well and concentrate on completing difficult floor puzzles. They persevere and solve problems effectively until they reach their goal. Children have a can-do attitude. They engage in a range of activities to develop their individual next steps in learning. They make good progress from their starting points.

Children behave well. They are learning to control their feelings and share their toys. Staff have high expectations for all children. They provide them with plenty of praise and encouragement. This supports children's self-esteem and helps children to understand what is expected of them.

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

- Staff provide activities that take account of children's interests and that promote their learning. Staff support children's use of mathematical language and understanding of numbers well throughout their planned activities and daily routines and experiences. However, staff do not always consider how they can fully utilise the learning opportunities the outdoor area provides.
- Staff place a high importance on developing children's interest in literacy. They encourage children to choose books for themselves and have daily story times. Children can access books in each set-out area of the nursery to help enhance their learning focus within that area. Staff read skilfully and ignite children's interest by encouraging them to participate in the storytelling.
- Staff support children well in building their language and communication skills. For example, they ask questions and model language effectively for children. Staff encourage the good development of children's vocabulary. They hold conversations with children as they play and introduce new words, such as 'magnifying glass' and 'insects'.
- Children benefit from a good range of activities to support their physical development. They enjoy healthy foods during sociable snack times and dinner in the on-site school. They take manageable risks as they negotiate the climbing

frame and practise their balancing skills as they participate in 'balanceability' and yoga sessions.

- Children build on their independence. They learn to put on their wellington boots and coats and pour their drinks at snack time. Staff use a countdown to signal to young children that there is a change in the routine. Children understand this means it is time to put things away. They learn how to maintain and look after the nursery resources.
- Staff build successful partnerships with local schools, especially the host school. They work closely with new teachers and discuss the children's learning. Staff take children to the host school for lunches. This helps to support children's emotional well-being and continuity in their learning as they move on to their next stage in education.
- Staff frequently share useful information with parents. This includes information about current and future activities. Staff guide parents by providing information about what their children are learning next, so that they can provide consistent support for children's learning at home. This has a positive impact on the progress children make.
- The manager has high expectations to continually improve. She makes regular evaluations of the provision with staff and involves parents and children in the process. Staff benefit from regular supervision meetings which help them to discuss, reflect on and develop their practice. However, opportunities for staff's professional development are currently not sharply focused enough to raise the quality of teaching consistently.

Safeguarding

The arrangements for safeguarding are effective.

The manager and the staff team understand how to identify the signs and symptoms that could indicate a child is at risk. They clearly understand how to report any concerns about children's welfare or the behaviour of another adult. They have a broad understanding of wider safeguarding issues and how to identify and report any concerns. Robust recruitment procedures ensure that all staff are suitable. Thorough induction and ongoing support from the manager ensure staff remain alert to their responsibility to keep children safe. Staff are vigilant in their supervision of children. Continual risk assessment of the play areas, inside and outside, promotes children's safety.

What does the setting need to do to improve?

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

- review and enhance the learning opportunities in the outdoor environment for children, particularly for those who prefer learning outdoors
- consider ways to enhance the already good programme for professional

development to sharply focus staff training to consistently enhance the quality of teaching.

Setting details

Unique reference number	EY485494
Local authority	East Sussex
Inspection number	10062844
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	57
Name of registered person	Etchingham Under Fives Committee
Registered person unique reference number	RP910756
Telephone number	01580 819 218
Date of previous inspection	20 May 2016

Information about this early years setting

Etchingham Barn Owls Pre-school registered in 2015 at the current premises but has been operating since 1974. It operates from Etchingham Primary School, Etchingham, East Sussex. The group opens every weekday from 8.45am to 3.15pm during school term times. The group is in receipt of funding for the provision of free early education for children aged two, three and four years. The group employs eight staff, seven of whom hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- A learning walk was completed with the pre-school manager to observe the quality of children's experiences and staff's teaching practice.
- The inspector held a leadership meeting with the manager. She reviewed a variety of documents, including qualifications, first-aid certificates and policies.
- Parents' views were taken into consideration on the inspection day.
- The inspector observed interactions between the staff and children during activities, and assessed the impact these had on children's learning.
- The inspector completed a joint observation of an activity with the manager.

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.

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