

Inspection of Sheepsetting Pre-School

Cross in Hand C of E Primary School, Sheepsetting Lane, Cross in Hand, Heathfield,
East Sussex TN21 0XG

Inspection date: 21 February 2023

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 are confident and self-assured. They explore their play environment with enthusiasm, both indoors and outdoors, experimenting with a wealth of resources. Children's self-esteem is ever increasing through the positive interaction and engagement from the whole staff team. Children develop positive relationships with their friends. They happily invite others into their play. They listen to rules and boundaries, especially when out of the setting, such as forest school and within the community. They show delight in their achievements, wanting to share their new skills with staff, parents and their friends. They show a great eagerness to learn and discover more.

Children's communication and language is enthusiastically encouraged. Staff act as positive role models in their language. They use open-ended questions and statements to help children to think, take time to absorb information and respond verbally with gestures and expressions. Staff continually introduce new complex vocabulary to support children's speech and language. For example, children explain that the watermelon at snack time is 'crunchy, juicy, slurpy, yummy, watery because it's a watermelon'.

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

- All parents spoken to make very positive comments about the reassuring support from all staff. They feel their children are making very good levels of development and are ready for school when they leave the setting.
- Staff have a keen eagerness to continue their development. They understand the importance of developing their skills and knowledge through training, research and observing other staff's skills. Management celebrate staff's expertise by sharing their skills, cascading knowledge and introducing new concepts and practices. This has an effective impact on children's ongoing development.
- Children's understanding of mathematical concept is emerging. Staff recently recognised the importance of developing their confidence in delivering this part of the curriculum more effectively. This has been successful in areas where some children play, such as construction, outside play and malleable play. However, staff have not recognised that this is not always extended to other areas of play that is regularly used other children, such as creativity, the home corner and role play.
- Staff develop close liaisons with other professionals to provide a consistent approach to children's learning. They share information with health visitors and speech and language specialists to enhance these areas of learning. However, staff do not always fully engage with other settings that children attend to fully support continuity in children's progress.

- Children have confident skills to meet their own needs. They use the bathroom independent, asking for help when it is needed. They make healthy choices at the snack table and enthusiastically tell visitors what they have in their lunch boxes. They talk about what is good for them and how to keep themselves healthy. For example, children demonstrate how to clean their teeth using a model of teeth.
- The management team show a caring attitude towards the well-being of all staff. Staff work cohesively, acting as a team, with designated roles to fully empower all staff's skills and knowledge. The committee take their roles seriously, continually supporting the staff team in their aim of meeting children's individual needs.
- Children make confident transitions to their next stage in their learning. They regularly visit the local school to gain confidence in their new environment. They use the library and are familiar with people in the school. They develop skills to meet their own needs, such as putting on coats, waterproof trousers and shoes. Children lead their own play. They constantly decide where to play and how to play. Staff use positive skills to engage children in challenging, stimulating experiences, especially in the garden. This helps children to think critically and to solve problems themselves.
- Children make marks for a purpose. They use the resources deployed around the setting to make lists of what they want to buy in the shops. They use precise movements to draw maps of their journey home, confidently expressing in complex words what they see on their journey. Children share their maps and their journey with their friends, enthusing them to have a go at making a map. They are very proud of their new skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust understanding of their responsibility towards keeping children safe from harm. They develop their knowledge through regular training, discussion of scenarios and case studies, as well as past experiences. Staff have a good knowledge of the signs and symptoms of abuse. Children play in a safe and secure environment. They learn to keep themselves safe through risk assessing activities. They learn to use equipment according to their own physical abilities.

What does the setting need to do to improve?

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

- develop staff's confidence to encourage further mathematical concepts in all areas of play for all children
- enhance the communication with other settings children attend to fully support their continuous learning and development.

Setting details

Unique reference number	EY309278
Local authority	East Sussex
Inspection number	10263253
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	24
Number of children on roll	45
Name of registered person	Sheepsetting Pre-School Committee
Registered person unique reference number	RP910859
Telephone number	01435 866268
Date of previous inspection	26 April 2017

Information about this early years setting

Sheepsetting Pre-School is a committee run group that was registered in 2005. It is situated in the grounds of Cross-in-Hand Church of England Primary School, Heathfield, East Sussex. The pre-school is open each weekday during school term times. From Monday to Thursday, the pre-school is open from 9am to 3pm. Friday sessions are for rising-fives only and run from 9am until midday. The pre-school receives funding for free early education for children aged two, three and four years. There are six members of staff who work with the children; five of whom are qualified to at least level 3.

Information about this inspection

Inspector
Claire Parnell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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