

Inspection of Peasmarsh Flying Start Pre-School

Peasmarsh C of E Primary School, School Lane, Peasmarsh, Rye, East Sussex TN31
6UW

Inspection date: 2 May 2024

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 arrive at the pre-school happy and full of enthusiasm. Staff greet children with a smile, which helps them feel safe and secure. This is seen as they confidently say goodbye to their parents. Children hang up their own coats and politely greet staff, which demonstrates their good independence and social skills.

Children demonstrate high levels of emotional well-being. Staff are extremely nurturing of the children and form strong bonds with them. This is seen when children approach staff for a cuddle when they are feeling unsure. Children learn about feelings and emotions. They respond well to staff's high expectations and learn how their behaviour makes others feel. Additionally, staff talk to children about rules, such as 'no pick, no lick' when playing outdoors. This prepares them well for later learning.

Staff successfully teach children to keep themselves healthy and safe. For example, they regularly practise how to evacuate the building in an emergency, such as in the event of a fire. Furthermore, staff support children to learn to assess risks. For instance, they work out how they can safely cross a small, shallow stream. Children thoroughly enjoy the many ways they are supported to develop their physical skills. For example, they balance on wooden logs and dig holes during forest school sessions.

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

- Staff promote children's early mathematical skills well. They plan exciting activities that help children to recognise numerals. For example, children have a great time finding numbered seashells in a tray of water.
- Children successfully develop their communication and language skills. Staff use approaches, such as singing and hand puppets, to introduce new words. Children happily and confidently join in and repeat new words in songs which helps to extend their vocabulary.
- Staff provide an inviting environment for children and consider children's interests when planning learning experiences. However, activities are not always planned precisely enough to ensure they help children reach their individual next steps in learning to help them make even more progress.
- Staff use assessment well to monitor children's progress, including those with additional needs. They plan ways to address identified emerging gaps in children's development. However, staff do not always seek or share enough information with parents and external agencies to ensure children receive a consistent approach to learning.
- Staff assist children to become curious learners. They support children to extend their concentration skills with a range of learning experiences that encourage

them to explore and investigate. For example, children are fascinated as they watch whose ball will reach the bottom of the slope first.

- Staff promote children's self-help skills well. This is seen when older children competently manage their own hygiene needs. Furthermore, staff sensitively support younger and less able children to grow increasingly independent with these tasks.
- The passionate staff team are excellent role models. They are kind and polite, which helps children to understand the importance of respecting others. This prepares them well for later life.
- Staff promote children's self-esteem well. For example, they celebrate children's achievements with lots of praise and encouragement. Additionally, they support children well with daily transitions. They use a range of strategies, such as sand timers and visual timetables, to help children move from one activity to another.
- Parents think very highly of the manager and staff team. They know their child's key person and comment on the family atmosphere and nurturing their children receive at the pre-school.
- The manager and deputy support staff extremely well. They regularly meet with staff, such as during supervision sessions, to check on their well-being and workload. Staff work well together, and value and respect each other.
- The special educational needs coordinator is knowledgeable and committed to her role. She makes timely referrals to external agencies to help get children the extra help they need. Furthermore, she works with staff to create targeted plans to support children while they are waiting for an appointment with a specialist.
- Staff give children consistent messages about the high expectations of behaviour. Children listen carefully to staff and respond positively to instructions, such as gathering on the carpet for story time.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop planning further so that activities link more precisely to children's next steps in learning to help them make continued progress
- strengthen information sharing with parents and other agencies to ensure children, including those with special educational needs and/or disabilities, receive consistent approaches to learning.

Setting details

Unique reference number	EY341517
Local authority	East Sussex
Inspection number	10335636
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	37
Name of registered person	Peasmarsh Flying Start Playgroup Committee
Registered person unique reference number	RP519629
Telephone number	01797230325 option 3
Date of previous inspection	22 June 2018

Information about this early years setting

Peasmarsh Flying Start Pre-School registered in 2006. It operates from a purpose-built room located on the site of the primary school in the village of Peasmarsh, East Sussex. The pre-school is open every weekday, from 8.30am to 3.30pm, during term time. The provider is in receipt of funding to provide free early education for children aged two, three and four years. There are six members of staff, five of whom hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Michaela Borland

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
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and inspector completed a joint observation during story time.
- The inspector spoke to several parents during the inspection and took account of their views

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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