

Sheepsetting Preschool

Inspection report for early years provision

Unique reference number	EY309278
Inspection date	20/02/2012
Inspector	Susan McCourt

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

Telephone number	01435 862941
-------------------------	--------------

Email

Type of setting	Childcare - Non-Domestic
------------------------	--------------------------

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Sheepsetting Pre-school is a committee-run group that was registered in 2005. It operates from Cross in Hand Church of England Primary School in Sheepsetting Lane, on the outskirts of Heathfield. The pre-school is in a self-contained building; with one playroom, a cloakroom, kitchen, office, toilet facilities for children and an accessible staff toilet. There is also an enclosed outdoor area. It serves families from the local community. A maximum of 40 children may attend at any one time.

The group opens five days a week during school term times. Morning sessions are from 9am until 12 noon. Afternoon sessions are from 12 noon until 3pm. On Fridays, sessions run from 10am until 12.30pm, and from 12.30 to 3pm. Children can stay all day on any day of the week.

There are currently 45 children aged 2 to under 5 years on roll. The pre-school receives funding for nursery education for three- and four-year-olds. The setting makes provision for children with special needs and for those who speak English as an additional language.

There are nine members of staff who work with the children. All members of staff have an appropriate qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school is able to meet children's individual needs very well. Staff build excellent relationships with parents and have a strong understanding of how children learn and develop. The learning environment and routines are largely well organised to support children's progress. The committee, staff and parents work effectively together to bring about improvements that will have the most impact on children. This gives them a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- increase opportunities for children to use the outdoor area to improve their independence and physical development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. Recruitment processes are thorough which means that all staff are checked to be suitable to work with children. There are clear policies and procedures which outline how they would respond in the event of having any concerns about a child, and staff are aware of their responsibilities. Risk assessments are thorough and staff are vigilant about children's safety. They follow well-established procedures to ensure that they know children's whereabouts, especially at dropping off and collection times. Staff make every effort to minimise risks to children, although occasionally this also restricts their play in terms of having opportunities to play outside, as staff follow an overly strict ratio. Documentation is well-maintained and staff are aware of all children's medical and dietary needs, which underpins their well-being. The pre-school supervisors are relatively new to their role at the time of inspection, though they have worked at the pre-school for many years. They have worked sensitively with staff to make sure all are involved in the self-evaluation process, and as a result any changes made have been agreed by the team. Leaders and managers concentrate their efforts to bring about improvements in the outcomes for children and have a strong drive for improvement.

The partnership with parents is outstanding. Parents form the committee which runs the pre-school, so they are heavily involved in all aspects of its operation. Parents speak highly of the care their children receive and work with the key workers to support their child's learning and development. Parents are confident that the individual needs of their children are well met, and that they are happy and settled. The pre-school has strong partnerships with the receiving schools which supports children in the transition process. Staff also have good working relationships with other agencies in the area, which enables children to enjoy consistent care. Leaders and managers initiate contact where necessary to help meet the needs of children. They are aware of the learning styles of different children and adapt the learning environment to support all children to access all the curriculum. This helps to address any achievement gaps. The play equipment reflects a diverse culture and introduces children to the wider world. Staff and parents promote respect for diversity and as a result, children learn to value people's differences. The pre-school has an engaging and stimulating learning environment. Children are consistently absorbed in their play and have lots of opportunity to make choices about what to play and when to stop for a snack. Staff are skilled at supporting children in their free play and bringing out the natural learning opportunities. Children make good progress as a result.

The quality and standards of the early years provision and outcomes for children

Staff organise the play areas well and provide a good range of activities and equipment. Children are curious and enjoy developing their play though the session. For example, children who begin playing in the 'doctor' role play area then

later use the resources to be roving 'ambulances', checking that their friends are well. Staff are careful to ensure that early writing play is available outside as well as indoors, which supports reluctant writers. Staff have a good understanding of the Early Years Foundation Stage and adapt their planning to suit the group and the individual child. For example, as this group of children particularly enjoy playing board games, one table is left empty each day so that children can always find somewhere to set up a game. Key workers observe the children to note their progress and plan one-to-one activities to support their next steps. The managers monitor the plans with the staff to ensure that all areas of learning are covered. This enables children to make good consistent progress from their starting points.

Children enjoy a healthy lifestyle in the pre-school. They have cereals and fruit at snack time and can help themselves, giving them good independence. They learn about healthy eating and enjoy preparing foods such as cheese straws, which they can then serve to their friends. Children have easy access to their own water bottles through the session and can have milk or water at snack time, so they do not go thirsty at any time. Children relish opportunities to play outside but only go out for short periods in small groups. This restricts their ability to make choices and play in the fresh air, and also reduces their time on the large physical play equipment. Children follow good hygiene habits such as hand-washing, which minimises cross-infection. Children clearly feel very safe and secure in their pre-school. They know the routine and what is expected of them and are happy to take part. Children play very safely and know that indoors they use 'walking legs'. Staff put up helpful signs at craft activities which show children how to use scissors safely, for example. Children learn good habits as a result.

Children develop good concentration skills as they are free to play for extended periods. Children are confident and enjoy sharing news at group time. They are well-behaved and show maturity when playing cooperatively. For example, a child wanting a turn with the chalkboard cloth, asked for another cloth when she saw that her friend had not finished his turn yet. Children are happy to take time and sort out any problems they encounter, because staff give them good support to do so. Children learn about measurement and number as they play. They explore shapes and enjoy using them to construct pictures, such as rockets, or three-dimensional shapes such as cubes. Children spontaneously look at books and talk about their favourites. They can borrow books from the school library to take home to share with their parents. Children build narratives in their role play and chat with their friends and staff as they play. Children are confident communicators and show concern for each other's feelings. Children enjoy using a range of technological toys such as computers and tape recorders. They also frequently use the child-friendly cameras to take pictures of what they are doing. Overall, they build strong skills for the future.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met