

Funland Pre-School

Inspection report for early years provision

Unique Reference Number	130743
Inspection date	13 June 2007
Inspector	Shan Gwendoline Jones
Setting Address	38 Holmes Avenue, Hove, East Sussex, BN3 7LD
Telephone number	01273 821377
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Registered person	Funland Pre-School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Funland Pre-School opened in 1980 and operates from Bishop Hannington church hall, in Hove, East Sussex. The group is managed by the executive committee which includes parents whose children attend the pre-school.

A maximum of 32 children may attend the pre-school at any one time. It is open Monday to Friday from 9.15 to 13.00. All children share access to a secure enclosed outdoor play area.

There are currently 40 children aged from two to under five years on roll. Of these, 33 receive funding for nursery education. The nursery supports children with disabilities and learning difficulties.

The nursery employs seven members of staff. Of these, four hold appropriate early years qualifications and one is working towards a qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from a warm, caring environment helping them feel emotionally secure. They enjoy a close relationship with staff, chatting with them easily and are confident to ask for help when they need assistance. The building is shared with other groups and is showing some evidence of wear and tear. The management team work closely with the site caretaker to identify areas for improvement to provide a welcoming environment for the children. However, some of the children's furniture requires a more thorough clean. Children's welfare is protected by staff who act in their best interests should they become ill. There are written health policies that all staff adhere to.

Children enjoy a wide range of activities which contribute to their good health. They learn about healthy eating and personal hygiene through good daily routines and topics, such as looking after their teeth. Children are fully absorbed and interested in the presentation from the visiting health professional regarding oral hygiene. This is effectively followed through by staff to the imaginative area where children practise what they learnt at the 'dentist'. They have fun as they book appointments and talk about care of their teeth.

Snack times are a sociable occasion. Children sit at a table with their friends and staff and talk about their favourite fruit, such as kiwi and pears. The staff encourage children to think about a healthy diet and chat with them about the food they are eating. Children contribute healthy snacks from home, including apples and oranges. They are encouraged to drink throughout the session and independently help themselves to water from the water dispenser.

Children are developing a positive attitude to physical exercise which is enjoyed on a daily basis. There are opportunities for free flow of play between indoor and outdoors. The range of equipment and activities ensure children are encouraged to take part in regular exercise and extend their physical skills, such as balancing and riding bikes. Consideration is also given by staff to extend children's learning during outdoor play. For example, pencils, crayons and paper are easily available.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from playing in a child-friendly, welcoming and well-organised environment. At the beginning of the day, staff prepare a range of interesting and stimulating activities that support learning in a variety of areas, such as role play activities or creating a model. Children independently select their own resources because they are organised well and easily accessible, for example, pens and paper in the graphics and role play areas. This means that children are able to make their own choices and decisions.

Children move freely and safely around the indoor environment as staff pay attention to ensuring risks and hazards are minimised. Risk assessments are carried out regularly, and satisfactory security devices are in place to further protect the well-being of the children. For example, the entrance of the nursery is monitored closely by staff and all visitors are required to sign in and out of the building. Satisfactory safety procedures are in place when children play outdoors such as ensuring the children wear wrist bands so they can closely monitor the number of children outdoors, which further protects their safety. However, in the garden there are some

over-grown, unidentified plants and shrubs that could pose a risk to children. Management are currently taking steps to address this issue.

Staff have a sound knowledge and understanding of child protection issues and this helps to ensure children are protected from harm and neglect. For example, they know how to implement local safeguarding children procedures and have the required policies and documents in place to safeguard children.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the pre-school. They make choices in their play, they can sit quietly and look at a book or be involved in the busy role play area, enabling them to initiate and express their own ideas. They are happy to approach staff and are familiar with routines. They work along side their peers and staff alike, helping them to settle into the environment. The pre-school is in the early stages of incorporating the Birth to three matters framework into their planning. The framework supports children's learning and development in their earliest years. Staff know the children well and tend to their individual needs with care. Children enjoy a good variety of art activities where they can create their own individual pictures using paints, glue, fabric and paper.

Nursery education

The quality of teaching and learning is good. The entire staff team are devoted and strongly committed to the improvement of care and education of all children. Children benefit from the experience and qualifications of the staff team, as the staff have a clear understanding of the children's individual needs. Staff provide a programme that is well-balanced and meets the needs of the children. A system is in place for the planning and evaluation of activities, and the recording of children's progress and achievements. However, the system in place to differentiate the activities to meet the individual needs of the children is not fully effective. The current system does not enable staff to track children's progress sufficiently and identify the next stages of their learning to help inform planning.

Staff encourage personal independence, for example, children pour their own drinks and actively assist to tidy away the toys and resources. Children are developing good listening skills, they are able to sit still and concentrate when appropriate. They are sociable and are able to take turns, playing co-operatively. Children are confident when counting, they are able to see and express numbers as part of day-to-day language, such as counting on the number line. Children participate in activities where they learn about shape, size, and sequencing. This gives children opportunity to extend their vocabulary as children talk enthusiastically with their peers and staff alike. Staff take advantage of children's interest in books by offering several spontaneous story telling sessions throughout the morning. There is a variety of mark making equipment available for children to experiment with. Children see and identify words around the setting such as labels, notices and their names which they locate with parents to self-register. They practise writing when using a note pad and pencil in the home corner as part of their imaginary play, and some of the children are able to write their names on their pictures.

Children make sense of the world around them through creative projects. For example, they participate in a variety of festivals by celebrating Chinese New Year and Diwali. They learn about their local community as they enjoy walks to post their letters for 'Father's day'. They are very motivated in the garden as they dig the soil to plant and observe growth, for example,

parsley, mint, thyme and bedding plants. Children are fascinated to see what lives underneath the soil. They are particularly excited when they discover a snail. They have bug books where they can draw and identify the 'mini beasts' they find.

Children have very good opportunities to develop their creativity and imagination through a well resourced craft area. They can independently choose activities such as sticking, cutting, painting or making models. Children use their imagination well during role-play. They enjoy using the dressing-up clothes and use language creatively to develop and extend their play and learning.

Helping children make a positive contribution

The provision is good.

Children's self-esteem and confidence are good. Staff effectively support this by allowing children good periods of uninterrupted free play and by having a rota for all of the children to take responsibility as a daily 'helper'. Staff act as good role models and offer clear and consistent guidelines for good behaviour. Occasional incidents of unacceptable behaviour are handled calmly and consistently by the staff.

Children are developing a respect for others and a pride in their own background. They talk confidently about their home environments and find out about those of others. This is through the good range of toys and resources that promote positive images, for example, books that reflect different cultures, genders and feelings. They use a range of art and craft activities to support their knowledge and understanding of other cultures and their festival celebrations. This positive approach fosters children's social, moral, spiritual and cultural development.

Children with learning difficulties, disabilities and English as an additional language receive good support. The named special needs co-ordinator (SENCO) is highly committed to her role. She attends ongoing professional development, such as Makaton sign language training. All staff ensure they adapt their ways of working to ensure all children are included and able to reach their potential. They prepare individual education plans for each child and work closely with parents and other agencies.

Partnership with parents is good. Parents are given a prospectus which has a brief summary regarding the areas of learning covered by the Foundation Stage curriculum. They receive verbal and written feedback on their children's development. There is a contact book which is sent home, this record includes observations of the children's progress to enable parents to support their children's development at home. Parents are also asked to record events that occur at home. Parents are happy with the setting. They appreciate the range of different activities and the information they receive regarding their children's progress.

Organisation

The organisation is satisfactory.

Children share caring relationships with staff who have been thoroughly vetted for their suitability to work with young children. The supervisor and deputy provide positive role models to staff who generally work effectively together as a team. Staff ratios are surpassed, which means that children get good quality support from adults. Registers are kept to record staff and visitor's attendance. There are two recording systems for children's attendance, one signed by the parents as each child arrives and the other register is completed by the supervisor. These records do not always accurately reflect children's hours of attendance.

The leadership and management of nursery education is good. The setting is committed to further improvement and is undergoing a quality assurance scheme as well as regularly reviewing procedures and systems and keeping up-to-date with best practice. The manager and deputy work closely with the staff team and through regular team meetings and line management offer support to the staff. They have the opportunity to attend ongoing training and links are established with the Local Authority to gain ongoing support in implementing the Foundation Stage. The manager is aware the curriculum requires further development to improve their practice and they are very open to take new ways of working.

Overall children are confident and enthusiastic because of the warmth and enthusiasm of the staff. The setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care inspection the pre-school was asked: to ensure the premises are clean; review the organisation of staff and resources at registration time to ensure children are occupied; ensure children have easy access to fresh drinking water; and snacks provided are varied, healthy and nutritious.

The management team work closely with the site caretaker to identify and improve areas that require attention. However, further development is required to ensure that all furniture used by the children is maintained to a good standard of cleanliness. Organisation of group registration has been reviewed to ensure the individual needs of all the children are met. Children have independent access to a water dispenser and snack times offer a choice of fresh fruit and crudités.

At the last nursery education inspection the setting was asked: to develop staffs personal understanding of the Foundation Stage; provide information for the parents on the nursery education; and develop planning and assessment systems.

Management and staff attend Foundation Stage training and implement this knowledge into the setting. Information regarding nursery education is in the nursery prospectus and the children's Foundation Stage profiles are shared with parents. Planning and assessments systems continue to be reviewed, this has been partially met and is an ongoing development for the setting.

All the improvements continue to have a beneficial effect on the operation of the provision and the quality of care and education for the children.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- conduct a risk assessment in the garden to identify any plants or shrubs that pose a risk to children
- ensure all of the children's furniture is cleaned thoroughly on a regular basis
- improve the outcomes for children under three by using an approach in line with Birth to three matters
- devise an effective system to record accurately children's hours of attendance

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure observations and assessments systems inform the next planning and enable staff to support children with activities at the right level to track their progress

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk