

# Ferring Funtime Community Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	113481
<b>Inspection date</b>	19 November 2007
<b>Inspector</b>	Rosemary Musgrove
<b>Setting Address</b>	Ferring C of E Primary School, Sea Lane, Ferring, Worthing, West Sussex, BN12 5DU
<b>Telephone number</b>	01903 245907
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<b>Registered person</b>	The Trustees of Ferring Funtime Community Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](http://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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Ferring Funtime Community Pre-School opened in 1993 and is run by a parent committee. It operates from within the grounds of Ferring Church of England Primary School. The accommodation is purpose built with a secure, outside play area, which includes a soft play surface. The pre-school serves the local, residential area and children transfer to several nearby schools.

The setting is registered to provide full day care for 26 children from two and a half to under five years. The pre-school opens each weekday during term time from 08:45 until 15:15. There are currently 42 children on roll. Of these, 31 receive funding for nursery education. Currently there are two children on roll with learning difficulties and disabilities. There are two children who speak English as an additional language.

There are eight members of staff and a number of these hold an appropriate early years qualification. The pre-school receives support from the Local Authority.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children are looked after in a clean and hygienic environment and some staff have completed food hygiene training. Children show good levels of independence in their personal care. They put on their own coats before playing outside and independently visit the toilet and wash and dry their hands. Staff encourage children to develop healthy routines and habits. For example, there are pictorial and written reminders about hand washing in the toilets. Children confidently explain how you cannot see germs but they can make you feel poorly.

A number of staff hold a current first aid certificate. This means they can administer first aid in the event of an emergency. There is a clear written policy on sick children. Infectious children must stay at home so that other children do not catch unwanted illnesses. The setting has written parental permission to seek medical treatment in the event of an emergency. Records are maintained if a child has an accident or needs medication, most of these contain the appropriate details.

Children choose when they would like to have their morning snack and select a drink of milk or water. They enjoy a good range of healthy nutritious snacks, such as, breadsticks, cubes of cheese, kiwi and apples. A number of children stay for the lunch club and eat a packed lunch. The setting actively encourages nutritious foods in the lunch boxes and sends parents a leaflet with healthy ideas. When children are thirsty, they independently help themselves to a drink from the water dispenser.

Each day, children enjoy playing in the outdoor play area, which has a soft surface. There is a good range of equipment and this means that children have plenty of physical exercise and fresh air. For example, they co-operate with a friend on a bike with a trailer or crawl through a large caterpillar. Children develop their large motor skills as they pedal the bikes and operate the push along cars. Inside, children thoroughly enjoy bouncing on the small trampoline or walk along a pathway they have made with wooden blocks.

### Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from playing in a purpose built and suitable environment. The main room is organised well and set up with resources in different areas of learning. These include areas for role play, table top activities and a computer. Children easily select their preferred activity, such as, mark making in the coloured sand or going to the shops with the supermarket trolley. Outside, there is a small play area with a soft surface. There is a range of activities including water play, creative activities, wheeled vehicles and a slide; however, on occasions this is a crowded space and means that children have limited opportunities for safe, free movement.

Staff know about potential hazards and use a daily checklist before children arrive. They check a number of items, for example, the outside area, the sand tray and the fire doors. During the year, the setting carries out written risk assessments on specific areas, such as, the kitchen. There are written procedures on how to evacuate the building in the event of a fire. Children take part in fire drills so are learning how to keep themselves safe in the event of an emergency. There are suitable systems in place for the arrival and departure of the children and written guidance to follow if a child is lost or uncollected. The setting has procedures to keep children

safe on outings. They have one adult for every two children and adults wear high visibility jackets. A visitor has spoken to the children about road safety issues.

A number of staff have completed child protection training. This means they know about the signs and symptoms of child abuse. The setting has the relevant documentation and the supervisor knows whom to contact if she had concerns about a child in her care.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are cared for in an environment that is organised to give them opportunities to explore a range of equipment and activities. Generally, children arrive happily and spend their time on an activity of their choice. Appropriate levels of staff mean that adults can support the children and some staff spend time to develop the children's communication skills. Staff observe the children and try to take account of their interests throughout the day.

For each session, children explore different areas of learning and a variety of resources. These include some developmentally appropriate activities for children who are under three years of age. For example, gloop with green glitter encourages children to explore mark making and they learn about the alphabet as they search for coloured letters in the water tray. Some children choose to play alongside a peer, for example, they sweep the role play area with the brooms. Other children work alongside an adult and cut out sea creatures for a collage in the outside area.

Some staff have an understanding of the needs of the very young children. They use Birth to three matters for their record keeping and sticky notes indicate what a child has achieved. For example, they note when a young child is confident to explore the resources independently.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have varying knowledge of the Foundation Stage and the early learning goals. The setting has some curriculum planning in place and is currently working on this area. Long term plans give details of the theme, main strands, festivals and celebrations and medium term plans give more details on individual activities. Key workers record observations of the children's achievements in their developmental records; however, this system is not yet rigorous enough to underpin and inform the planning for the children's future learning.

Children take part in a range of activities and show good levels of independence, particularly in the role play area and as they interact with the train and track on the floor. Staff encourage children to speak with respect to each other and children express their own opinions, such as, when they smell a variety of herbs. Many children play well alongside one another and staff help them to learn about sharing and taking turns.

Children are beginning to speak with growing confidence during role play activities and in a larger group, such as, circle time. They confidently tell their own stories, talk about the feel of different textures or the bitter taste of a lemon. Children have opportunities to develop their mark making skills. Outside, they use chalk to draw round the hoops or do water painting on the fence. Inside, some children confidently write their own name. Children enjoy selecting a book. They sit on a cosy cushion in the reading corner, by themselves or with a friend. This means they are beginning to learn about the language of story.

Children are keen to develop their measuring skills. They have fun as they use a long tape measure and measure very long items within the room. They learn about different shapes as they rummage through the shredded paper and find a solid shape. They can identify a diamond and triangular shape on a kite. Children are developing their counting and number recognition skills, for example, they learn about the number 19 when they do the daily weather and date board.

Children have a small garden and grow strawberries and vegetables. They learn about creatures when they explore the mud box and find ants and woodlice. Children learn to perform simple functions on a computer, for example, they develop their mouse control skills as they move along a path to find a certain object. During a topic on the senses, children explore the scents of a variety of herbs. Children have fun as they investigate the properties of the magnets on a tabletop activity. Children develop their hand eye co-ordination skills as they carefully select, cut and glue materials in order to make their own rockets. Children express themselves through a variety of different mediums. These include a weekly music session with singing and instruments, creating a collage face and playing with the dressing up clothes.

### **Helping children make a positive contribution**

The provision is good.

All children and their families are welcomed and take part in the life of Ferring Funtime Community Pre-School. The staff have a good understanding of children's needs and respect their individuality. For example, they involve the children and take account of their requests and ideas when planning a topic on a garden centre. Before children start at the setting, parents complete a comprehensive admission form. This gives details of the children's likes and dislikes, allergies and special toys. This means that children are cared for according to their individual needs. Children learn about the local community when they visit the church at Easter or listen to stories at the library. Staff have a positive attitude to diversity. Children become aware of their own and other cultures through a range of resources and activities. One theme is called 'Around the world' and children learn about a variety of different cultures. During Chinese New Year, they taste an assortment of Chinese foods, do chopstick paintings and make a collage of a Chinese Dragon.

The supervisor is responsible for providing the appropriate care and learning for children with learning difficulties and disabilities. She is enthusiastic about her role and has attended suitable training courses, such as writing individual play plans, inclusion and communication. Currently, two children in the setting have additional requirements. There are good systems in place to support these children. For example, the setting works with other appropriate agencies. This ensures that children have activities that support and develop their individual needs. The setting is committed to inclusion and makes sure that all children are valued and feel part of the group.

Generally, children in the pre-school behave well and respond to any request for suitable behaviour. Although there is a written behaviour management statement in place, a number of staff do not have a working knowledge of the content. This means that children do not always receive a consistent approach to behaviour management issues. However, if an issue arises, staff deal with it in a sensitive way and draw on their own experience and use appropriate strategies, such as, talking about taking turns or time out. Children have praise and encouragement throughout their time at the setting. This means they are developing a positive attitude to learning. These aspects of the provision foster children's spiritual, moral, social and cultural development.

The partnership with parents and carers is good. Parents receive an excellent range of information about the Foundation Stage, areas of learning and topics. These outline how and what children will learn. The information is available to parents from many different sources. These include a comprehensive website, a prospectus and a parent's folder. During the Annual General Meeting, parents learn about the Foundation Stage and during a developmental record evening, they find out about their child's progress in relation to the early learning goals. These factors mean that parents know about the Foundation Stage and what their children are learning. Parents receive regular newsletters and frequently talk with their child's key worker. The setting sends out questionnaires and actively seeks parental views. This feedback enables the setting to plan actions to improve their service. Parents are happy with the setting. In particular, they value the help given to children with individual needs, the good communication and the fantastic staff.

### **Organisation**

The organisation is satisfactory.

Staff have a range of experience and some have an early years qualification. However, on certain days the setting does not have the required number of staff with an appropriate early years qualification. Staff are suitably deployed in the setting and children are well supervised. Children play in an organised indoor environment where they select their own resources and activities and learn to make independent choices.

The documentation that is required for the safe and effective management of the setting is in place. Most of this is maintained to a satisfactory standard, for example, the record of attendance. The pre-school have a number of written policies that support the welfare of the children, such as, a complaints procedure and a health and safety policy. Parents have regular informal discussions with the staff, opportunities to speak with their child's key worker and regular consultation evenings. These factors help to ensure the continuity of the children's care.

Leadership and management is satisfactory. The supervisor and committee have appropriate recruitment systems to appoint new staff. There is an induction pack for newly appointed staff and this includes information on child protection, health and safety and emergency exits. The supervisor is keen to keep up to date with current childcare practice and has attended a number of courses, for example, the Early Years Foundation Stage. This ensures she has sufficient knowledge of current childcare practice and is able to support the care and learning of the children. Appraisals give staff an opportunity to celebrate their strengths and identify areas for improvement. All staff have a training plan and currently some are working towards early years qualifications.

The setting meets the needs of the range of children for whom they provide.

### **Improvements since the last inspection**

At the last inspection, the setting was asked to keep a record of medicines given to children, to give children opportunities to do simple calculations through practical activities, to use children's records to inform future planning and to consider methods to evaluate and monitor the nursery education.

The setting now keeps a record of the medication that is given to children and this enhances the well-being and continuity of the children's care.

Children learn simple calculations through practical activities, such as, counting the children as they go outside. This means they are learning to use the language of number more frequently in daily routines.

The setting has made a start on using the children's developmental records to inform future planning. However, this area is being further developed to improve the learning of individual children.

The setting monitor and evaluate the nursery education through discussion and reflection of activities. They evaluate what individual children have achieved in their developmental records. This means they are beginning to develop systems that will have an impact on the quality of nursery education in the setting.

### **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 complaints record may contain complaints other than those made to Ofsted.

## **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 satisfactory.

### **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):

- ensure current action plan, regarding level 2 qualifications is achieved within the timescales
- make sure staff have a full knowledge and understanding of the behaviour management policy in order to give children a consistent approach.

#### **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):

- further develop planning and assessment in order to plan the next step of individual children's learning.

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](http://www.ofsted.gov.uk)