

Findon Valley Free Church Pre-School

Inspection report for early years provision

Unique Reference Number	113482
Inspection date	17 January 2008
Inspector	Shan Gwendoline Jones
Setting Address	1-11 Lime Tree Avenue, Worthing, West Sussex, BN14 0DJ
Telephone number	01903 873790
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Registered person	Findon Valley Free Church 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 good. 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?

Findon Valley Free Church Pre-School is a registered charity run by a church committee, it opened in 1964 and operates from the church hall. A maximum of 26 children may attend the nursery at any one time. The nursery is open each week day from 09:15 to 12:00, Monday to Friday term time. All children share access to a secure, enclosed outdoor play area.

There are currently 34 children aged from two to under five years on roll. Of these 29 children receive funding for nursery education. The setting supports children with learning difficulties/disabilities and children with English as an additional language.

The nursery employs 11 staff, seven of the staff, including the manager hold appropriate early years qualifications; one staff is working towards a qualification, three are unqualified.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted through everyday routines and a range of worthwhile activities. Children's educational videos, such as preventing the spread of germs, help children learn why it is important to wash their hands and the consequence of not doing so. Children are protected from unnecessary illness, as parents are clearly informed of illnesses within the setting.

Information on the newsletters help parents recognise infections and treatments given, which help towards protecting children's welfare.

The popular snack time introduces children to a range of healthy choices which parents provide each day, such as, satsuma's, apples and banana's. This relaxed and sociable time helps children to enjoy gathering around the table as a group with a member of staff, chatting about their day. Staff promote children's understanding in relation to healthy food choices very well.

Children experiment with fruit juicers tasting and comparing the flavours, a particular favourite with the children is apple juice. All children have access to drinking water to keep their bodies hydrated.

Children go outside every day and staff organise the sessions so they are able to spontaneously choose to play indoors or outside. Staff promote this well and are always on hand to support the children in their play. Children enjoy using the equipment and are learning to further their skills such as balancing and climbing. Fine motor skills are developing well as children are given opportunities to use real tools, such as, garden rakes and scissors during creative play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, safe and secure environment. Risk of accidental injury is minimised as staff monitor safety arrangements regularly and take steps to reduce hazards. For example, they complete a risk assessment of the garden before children are allowed outside to play. Regular evacuation procedures are practised which help the children and staff to become familiar with leaving the building safely in case of a fire or other emergency situations. However, a robust system to monitor the fire drills is not evident, this does not enable staff to evaluate the effectiveness of their procedures. There are arrangements for the safe arrival and collection of children, and the main door is kept locked once they have all arrived, and until they go home.

Children have access to a good range of safe, age appropriate resources, which are checked regularly. Staff have organised resources well to enable children to make good use of the safe and suitable equipment. Most areas have low level storage enabling children to make their own choices from a wide selection of available resources.

Children are well protected as staff hold sound knowledge of the setting's child protection procedures. Staff attend training in this area to safeguard children's welfare further. Recruitment procedures are robust and ensure that only those adults suitable to work with children are allowed to do so. However the child protection policy lack the necessary detail.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the pre-school, experienced, caring staff take time to get to know individuals and build strong relationships. This means that children arrive happily, settle quickly and are absorbed in worthwhile activities throughout the session. The good staff ratio coupled with their dedication and enthusiasm means that children receive good support and encouragement.

Children are keen to try new ideas, and make effective use of the toys and resources. There is always an art and craft activity available for those children who prefer to glue and stick or paint. Children under three explore and experiment through a range of activities that are appropriate for their stage of development. Children enjoy opportunities to enjoy books in a cosy quiet area, where staff make themselves available to read and share books with the children. During group time younger children listened enthusiastically to the book 'The very hungry caterpillar'. Children participated in the story line contributing what the caterpillar had eaten. In unison they exclaimed with delight 'He was still hungry'!

The intellectual and emotional development of younger children is facilitated using the Birth to three matters guidance, and staff make good use of the framework to provide stimulating activities in a learning environment which ably supports children's development. They have fun as they enjoy mixing the porridge oats, scooping and exploring the texture of the oats.

Nursery Education

The quality of teaching and learning is good. Children make good progress towards the early learning goals because staff have a good understanding of the Foundation Stage of learning. Children experience a well balanced curriculum which is very exciting and tailored to their individual learning needs. Staff monitor and record the children's involvement in activities. However, planning is evolving with the setting introducing a variety of planning systems. The current system does not enable staff to assess children's progress clearly across the six areas of learning. To enable them to effectively plan the next steps for children's individual learning and interests.

All children are eager to learn, self assured in their play and confident to try new experiences. They are very independent and curious, with good concentration skills enabling them to play at self-chosen activities for lengthy periods. They persist with new skills and show pride in their achievements. Children make good friendships and greet each other warmly. Children give meaning to their mark making and some children are able to write and recognise their own name. Children talk about colour, shape and quantity in everyday situations. There are regular opportunities for children to count, and some children are able to count to 10 and beyond.

Children are well behaved. They willingly share their own toys and patiently wait for their turn on a computerised game. They co-operate well with routine tasks such as tidying away resources and washing up after snack. Children and staff bring in their pets from home they learn how to care for them. Children are fascinated as they pet a giant rabbit and discuss it's habitat and eating preferences.

Children enjoy joining in with familiar songs and anticipating with excitement what song comes next. Children were encouraged to identify and listen to the sound and pitch of the musical instruments. They can sing simple songs from memory and participate actively at singing time.

Staff ask open questions about what happens as the children add water to the soil. This extends the children's vocabulary and thinking skills. Children especially relish digging in the soil with garden tools. Children have tremendous fun as they sink in the mud in their wellies. There is laughter and banter between the children and staff forging positive relationships. Learning is fun.

Helping children make a positive contribution

The provision is good.

The pre-school offers an inclusive environment welcoming children with varying abilities. There are systems in place to enable staff to liaise with parents and outside agencies to ensure all children's needs are well planned for. For example, some children attend who have disabilities and some children who speak English as an additional language. The staff liaise with their families to ensure they provide good levels of support and fully understand how to meet their needs. Children are becoming aware of their own and other peoples cultures through an interesting range of resources and topics.

Children are kind and considerate to each other and really enjoy playing together. The emphasis on respect for others helps to create a harmonious atmosphere, where children can feel confident, secure and happy. Children are caring towards one another and recognise that they each have different needs. This positive approach fosters children's social, moral, spiritual and cultural development.

The partnership with parents and carers is good. This contributes to the children's well-being in the setting. When a child starts, their parents receive a booklet. This includes a range of valuable information including staff details, information about the Foundation Stage and details of their links with local schools. Parents have the opportunity to share their child's developmental record, this means they know about their child's achievements. The setting has a complaints procedure in place, although they do not have a system to log a record of parental complaints. However, they are aware that any complaints received have to be recorded. Parents are happy with the pre-school their comments on the day of the inspection included; 'They are brilliant and my daughter could not be happier. Very good communication I am always kept informed of any incidents that may occur'.

Organisation

The organisation is good.

The setting is well organised and children feel comfortable within the familiar, consistent routines of each session. Staff are strategically deployed and forge individual relationships with each new child, which helps to build their self confidence. Children are safe and well looked after because policies and procedures for their wellbeing are followed by staff. All of the documentation required for the effective management of the pre-school is in place. However, some lack the necessary detail in particular the child protection policy and complaints procedure.

Leadership and management is good. The manager is keen and dedicated. Staff are supported by management through regular meetings and appraisal. There is a commitment to the improvement and development and they are encouraged to update and extend their knowledge through training, thus benefiting the children. The majority of the staff team have undertaken a qualification in childcare and other staff are supported in accessing training.

All aspects of the children's care and learning are discussed with the parents, who are kept well informed of their child's achievements. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was asked to seek permission from parents for emergency medical treatment; ensure a visitors book is in place and revise the complaints procedure and child protection policy.

Most of the above recommendations have been addressed. However, the complaints procedure and the child protection policy lack the necessary detail in line with the National Standards and revised criteria.

At the last nursery education inspection the pre-school was asked to evaluate the organisation of one of the sessions for the pre-school children. To provide more challenge in the areas of learning and evaluate the use of children's assessments to plan the next stage in their learning in partnership with parents.

Staff are now effectively deployed, resources are easily assessable to challenge the children in areas of learning. The assessment and planning systems are evolving and staff continue to monitor and record children's progress. Parents receive written information about children's progress and how they can extend their child's learning in the home. For example, library books go home with a guide for parents listing ideas on how to gain the most from the activity with their 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):

- revise the system for recording and monitoring fire evacuation procedures.

- update knowledge and understanding of the National Standards and the amendments and take action where appropriate, in particular in relation to the complaints procedure and child protection procedure.

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):

- review the planning and assessment to clearly show the links across the six areas of learning, how learning intentions are met and the next steps for 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