

Coral Pre-school

Inspection report for early years provision

Unique reference number 130678
Inspection date 26/01/2009
Inspector Chris Mackinnon

Setting address Orchard Road, Hove, East Sussex, BN3 7BG

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Type of setting Childcare on non-domestic premises

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.

Description of the setting

Coral Pre-School was registered for sessional day care in 2008. It is owned by Coral Stadia Limited and operates from rooms within the Corals Health and Fitness Centre in Brighton and Hove. The setting is accessed through the Fitness centre which includes two sets of stairs. The setting opens from 09:00 until 13:00 and 13:15 until 14:45 Monday to Friday and Saturday 09:00 until 12:15. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children within the early years age range may attend at any one time, and up to 15 children may also attend aged five to eight years, providing the maximum number is not exceeded. The pre-school currently has 40 children on roll. There is a staff team of eight and four have childcare qualifications and four are currently training.

Overall effectiveness of the early years provision

The setting is appropriately organised and takes care to ensure individual children's interests and development are supported. Children's welfare and learning needs are soundly supported, but action is needed to establish clearer risk assessments. The setting encourages positive relationships with parents, and organised key person working promotes inclusive practice within the setting. The planning, presentation and delivery of the early learning programme is clearly organised, with scope for improvement identified in the staff's application of the early learning goals. The setting demonstrates a positive approach to continuous improvement, and staff are clearly committed to providing planned and organised care and learning for all the children attending.

What steps need to be taken to improve provision further?

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

- improve staff knowledge and awareness of the six learning goals
- improve the organisation of the written complaints procedure and written record of complaints
- develop self-evaluation to support reflective practice and continuous improvement

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure risk assessment includes all aspects of the play and learning environment and is reviewed regularly (welfare requirement, suitable premises, environment and equipment)

30/03/2009

The leadership and management of the early years provision

The leadership and management of the setting is appropriately organised and children's learning and welfare needs are soundly supported. The staff team and the setting's manager work together positively to provide children with an attractive and welcoming play and learning environment. The staff plan and prepare an organised range of activities to ensure children have positive learning experiences and enjoy their time at the setting. Staff are aware of the need to maintain continuous improvement, and the setting has its own development plan, but to support improvement, a recommendation is made to develop self-evaluation and support reflective practice. The setting's approach to working with parents and carers is appropriately considered. Clear and organised progress folders and assessment records are kept on all the individual children attending, and staff key persons are on hand to provide parents with regular information on their children's learning and development. The setting's approach to safeguarding and keeping children free from harm is appropriately organised. Staff take care to ensure all the children attending are kept secure and protected at all times, including during outdoor play. Staff also have appropriate training in safeguarding awareness and follow clearly produced policies and procedures.

The quality and standards of the early years provision

The setting provides a planned programme of activities to support children's learning and development. A range of clear learning themes are provided and children's individual ideas and interests are included. Staff present a varied range of activities and children adapt activities and are encouraged to create their own games and play ideas. Confidence with exploring the six areas of learning is not yet a strength throughout the whole of the staff team, and to support improvement, a recommendation is made to improve staff knowledge of the early learning goals. Staff take care to ensure individual children experience a range of learning opportunities that matches their age and ability, and also extends their learning development. The observation and assessment of children's learning progress is appropriately organised and staff key persons are able to plan the next steps for individual children. Parents also are included and encouraged to be involved in their children's learning. The staff team work together constructively to ensure children enjoy and achieve, demonstrating a sound approach to the organisation of children's learning and development.

The setting's provision to support children's welfare is appropriately organised and children have a safe and suitably prepared learning environment. Children are closely supervised at the setting and children's safety is clearly maintained, with an organised range of safety procedures in place. Staff are aware of the need for risk assessment, but an action is raised to ensure the risk assessment covers all aspects of the play environment and is regularly reviewed. The promotion of children's health and the maintenance of hygiene within the setting is soundly organised, and staff take care to promote children's awareness of healthy eating. Children's physical development is also appropriately supported, with planned active play sessions provided and opportunities for outdoor play available. The

setting presents a wide range of play items and resources to support learning and staff take care to encourage the learning development of all the ages of children attending. Children are encouraged to share and be aware of others, and staff help children to develop skills with a range of tools and materials, which will enable their future learning. A range of other culture festivals feature in the planned activities and children's awareness of diversity and the wider world is positively supported.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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