

Ferring Funtime Community Pre-School

Inspection report for early years provision

Unique reference number	113481
Inspection date	29/01/2009
Inspector	Clementina Ogunsanwo
Setting address	Ferring C of E Primary School, Sea Lane, Ferring, Worthing, West Sussex, BN12 5DU
Telephone number	01903 245907
Email	
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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

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 49 children on roll, all of whom are within the Early Years Foundation Stage age range. There are five members of staff and all, except one who is currently undergoing training have appropriate childcare qualifications. Currently, there are no children learning English as an additional language. There are three children attending who have learning difficulties and disabilities. The pre-school is compulsory Childcare Register and voluntary Childcare Register registered and receives support from the local authority. The pre-school has wheelchair access.

Overall effectiveness of the early years provision

Ferring Funtime is a satisfactory pre-school. Children play and learn in a friendly, comfortable and harmonious setting. Staff are well qualified and provide a safe and secure learning environment. Children undertake a wide range of interesting activities with enthusiasm. All children, including those with learning difficulties and disabilities are included well in activities provided. Parents and carers receive regular information on the preschool activities and events, programmes and policies. The club is very well resourced and has a satisfactory capacity to improve further.

What steps need to be taken to improve provision further?

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

- ensure that all children including the more able pupils have opportunities to undertake activities that will stretch their learning
- provide opportunities for children to develop awareness of other cultures as represented in modern British society.

The leadership and management of the early years provision

Leadership and management are satisfactory. Policies are accessible and well maintained. Safeguarding procedures are secure and risk assessments are carried out on a regular basis. Managers maintain positive partnerships with other local providers in order to seek ideas on improving the quality of provision. All children, including those with learning difficulties and disabilities are fully included in the

range of activities and use of equipment.

Parents contribute valuable background information about their children on entry to the pre-school which helps to ensure continuity in learning. They are kept informed of the pre-school activities and their children's progress. Leaders know the setting's strengths and weaknesses and have effectively addressed the issues identified during the previous inspection. Self evaluation is good. The revised planning and assessment systems are at the early stages of implementation which means that the impact on the quality of provision is not fully demonstrated.

The quality and standards of the early years provision

The pre-school provides a range of interesting activities. Children enjoy and actively participate in the full range of activities provided. They confidently approach staff and engage in lively conversations, for example to talk about their 'Spiderman' and 'Fairy' dressing up outfits. Purposeful visits by special visitors such as the local Fire Brigade help children develop knowledge about helpful people within the community. Enjoyable opportunities to use the fire engine's water hose make the visit memorable. A broad range of activities are planned which include opportunities for textural exploration through the creative use of cornflour and paint which provide exciting sensorial experiences for the children. However, activities do not always stretch the learning of the more able pupils, which halts their rate of progress. There are insufficient opportunities for children to develop awareness of the cultures represented in modern British society. Established systems such as 'circle time sessions' help children express their views, share news and develop speaking and listening skills. Staff positively interact with the children, support them well during activities which makes learning fun and provides extended play opportunities. Staff supervise children well during activities as demonstrated during outdoor game sessions, which promotes their safety and is part of the good provision for their welfare. Children have continual access to drinking water and are provided with a healthy selection of fruit and milk during snack times, which is an entertaining social event. Behaviour is good. Children get on well with each other and value each others company, evident as they offer assistance to each other, for example during role play activities. They are developing awareness of the benefits of caring for their environment through their active involvement in clearing up after play sessions. Physical development is good and children undertake energetic ball games. The indoor learning environment is colourful, with attractive displays of children's work. Children have direct access to the safe, colourful and spacious outdoor play area which supports children's play opportunities well.

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?	2
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?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

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?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.