

# Fishbourne Pre-School Ltd

Inspection report for early years provision

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**Unique reference number** EY340127  
**Inspection date** 04/03/2010  
**Inspector** Michelle Ann Parham

**Setting address** Fishbourne Pre-School, 48 Blackboy Lane, Fishbourne,  
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**Type of setting** Childcare on non-domestic premises

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## 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*.

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## **Description of the setting**

Fishbourne Pre-School Limited registered in 2006 under its current ownership, however has been in operation since 1986. It is run by a management committee and is situated in purpose built premises in Fishbourne close to the city of Chichester in West Sussex. Children attend from the local community and surrounding areas, and the pre-school is registered to provide care for 26 children in the early years age range. The premises are accessible. There are currently 49 children on roll and this provision is registered by Ofsted on the Early Years Register. There are systems in place to support children who have special educational needs and/or disabilities and those who have English as an additional language. The group is able to provide sessional or full day care during term time from 9:00 am to 3:30 pm. Sessions operate 9:00 am to 12:00 pm and 12:30 pm to 3:30 pm. Children have access to a secure enclosed outdoor play area. There are seven practitioners working directly with children, of which five have appropriate early years qualifications and two members of staff are currently working towards a qualification. The pre-school receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are highly motivated at this setting and active participants. They thrive in all areas of learning, making outstanding progress as they learn through play and worthwhile experiences. Practitioners have excellent understanding of the Early Years Foundation Stage and implement it highly effectively to ensure all children are suitably challenged. Welfare requirements are successfully met and all measures are taken to ensure hazards are identified and minimised. Previous recommendations are addressed and management and staff are highly committed to development through further training opportunities, regular review of work practice and consultation with parents and children; demonstrating excellent capacity for continuous improvement.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- ensure policies reflect current legislation and the registering body's correct contact details.

## **The effectiveness of leadership and management of the early years provision**

Management have important practical experience in regard to ensuring welfare of children and practitioners are clearly aware of indicators that may cause concern; having very good understanding of procedures required for safeguarding children.

All documentation is maintained to a high standard for the safe and efficient management of the service including accident, incident and medication records. Some policies, however, do still reflect previous legislation and have out of date information in regard to the regulating body's details which may cause confusion for parents. Comprehensive risk assessment is completed for the setting and for outings with all hazards identified and minimised. Security is highly maintained with effective systems in place to prevent unauthorised access and for the collection of children. Emergency evacuation is practised regularly ensuring practitioners and children make swift and safe exit from the pre-school. Children have excellent opportunities to learn about hazards and how to keep safe. For example, they have enjoyed visits from a road safety officer and also a fire-fighter to learn about road and fire safety. Children also benefit from simple rules within the pre-school such as not throwing toys or climbing on furniture which also contributes to their and others' safety. Practitioners are deployed effectively around the pre-school which ensures children are always well supervised and supported.

Children benefit from an environment that is bright, attractive and welcoming and set in a wonderful rural location. There are a wealth of high quality play resources that are extremely well organised to be accessible and inviting for use and children develop increasing independence and responsibility as they continually initiate their own choice of play. The Supervisor of the pre-school is highly committed and focused on driving improvement. She has the support of an enthusiastic staff team who are motivated and clearly enjoy their role and specific responsibilities, such as Special Educational Needs Co-ordinator or Information Technology trouble shooter. Practitioners make good use of further training opportunities and workshops to develop knowledge and understanding and use early years publications and liaison with other early years colleagues for keeping up to date with new initiatives and sharing good practice ideas. The pre-school strives to continually improve and makes excellent use of self-evaluation to assess strengths and areas for improvement. Activities and sessions are evaluated and areas within the setting monitored for re-development if required to be better accessible for children. Views are actively sought from children and parents through discussion and questionnaires and the parents are welcome within the pre-school for any skills they can contribute to children's learning.

Parents are highly supportive of the pre-school and practitioners; they are fully aware of operational practice through displayed policy information and are updated, via termly meetings, of their child's progress. Parents are welcome to contribute to children's learning journals and excellent systems are in place to collate information about starting points to ensure children are sufficiently challenged and supported when they first attend. Partnership working is highly effective, with secure links with other Early Years Foundation Stage providers and established systems to share targets and support children. Procedures to share general information through newsletters from the supervisor and also committee, prominent notices boards and daily discussion with key persons ensure parents and carers are fully informed.

Practitioners are fully supportive of children at all times as they join in activities or effectively supervise independent play. Children are treated with equal concern

and given appropriate support for their capabilities to ensure they are included and all individual needs are successfully met. Planning stems from individual interests and activities adapted, such as sewing for Mother's Day, to ensure all children are sufficiently challenged and can achieve. Children have wonderful activities that promote celebrations and events such as Chinese New Year, Diwali and Holi as they take part in food tasting for example or art and crafts. They have lots of positive images in the setting portrayed in resources and welcome any input from parents in regard to their own culture and home life. This contributes to children developing respect and understanding of others and high self-esteem.

## **The quality and standards of the early years provision and outcomes for children**

Children thoroughly enjoy attending, evidenced through their active participation and engagement with peers and practitioners. They make wonderful relationships during play as they work together as construction workers copying the nearby builders or as they negotiate whose turn it is to be mum in the home play area. They confidently interact with practitioners as they request favourite stories for example or for a turn on the computer, obviously feeling secure and safe with routines and practitioners in the pre-school. Children develop important self-care skills as they are encouraged to develop independence. For example, putting on own coats, helping to prepare snack and to pour own drinks or visiting the toilet, all with support and guidance from practitioners, contributes to children's ease of transition when they move on to more formal education.

Children benefit from a very well balanced curriculum and experiences. Resources are well labelled with text and picture prompts to ensure all children can identify what is available and to develop understanding that print has meaning. Children begin to recognise their own name as they self-register on arrival and identify their name for snack time. Literacy is highly promoted and children make excellent use of the reading area, continually asking practitioners to read another story. Story sacks make the activity fun and interesting and puppets encourage less confident children to contribute. Children also foster an enjoyment of reading for pleasure as they are encouraged to take home a special book from the setting to read with parents and carers. Practitioners recognise different learning styles and, for example, encourage boys to participate in mark making by various means, such as paper in the construction area and under the table and having a 'Superhero HQ'. All practitioners are fully involved with children at activities and support play highly effectively using everyday routines to boost learning, such as comparing size when looking at flowers planted or counting as they make a pretend book. Children's interests are continually sought to inform planning and encourage participation and learning. This is extremely well supported through a wealth of technology as children use various programmes on the computer to promote understanding of letters, colours, shapes, number and problem solving using a tractor ball for less able children to ensure their achievement. Children also have Vtech drop cameras which they independently use and are then downloaded to make into a slide show of outings for example. They use the microphone and CD player and also have Electron storyphones, which are headphones that children can use with stories downloaded or songs and rhymes and activities where they can follow simple

instructions. Consequently, with such a rich curriculum in literacy, numeracy and technology, children have excellent opportunities for developing important skills for their future.

Being healthy is highly promoted and children benefit from learning very good personal care routines, such as regular hand washing and why it is important. The environment is clean and well maintained and practitioners have individual sanitizing gel to prevent the spread of infection. Children enjoy regular access to fresh air and continuous physical play opportunities in the garden area with a wonderful selection of equipment to promote fine and gross motor skills. Healthy eating is promoted and children benefit from snack and mealtimes being social occasions with peers and practitioners. Parents are requested to provide healthy lunches and practitioners store these appropriately, following environmental health guidance. Practitioners are positive role models and use effective techniques to manage behaviour. Children understand what is acceptable and benefit from a wealth of praise and encouragement and compliments offered from practitioners which has a positive impact on their self-esteem and sense of belonging. Children are encouraged to be helpful and kind and be a positive member of the pre-school; they in turn show care and consideration for others, such as younger or less confident children. Children thoroughly enjoy their time at the pre-school as they are actively encouraged to achieve and fulfil their potential; practitioners promote a wonderful child orientated environment where children are fully supported, happy and industrious.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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