



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 113481

DfES Number: 518485

INSPECTION DETAILS

Inspection Date 06/07/2004
Inspector Name Christine Clint

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Ferring Funtime Community Pre-School
Setting Address Fledglings Lodge
Ferrings CE School, Sea Lane
Ferring
West Sussex
BN12 5DU

REGISTERED PROVIDER DETAILS

Name The Committee of Ferring Funtime Community Pre-School
1023780

ORGANISATION DETAILS

Name Ferring Funtime Community Pre-School
Address Fledglings Lodge, Ferring CE School, Sea Lane
Ferring
Worthing
West Sussex
BN12 5DU

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Ferring Funtime Community Pre-school has been registered in the grounds of Ferring Church of England Primary School since 1993. The accommodation is purpose built with a secure, outside play area, which includes a soft play surface.

The pre-school is run by a parent committee with a managing supervisor and three staff present daily. The registration is for full day care and the pre-school offers term time care and education from 8.45 until 15.15. This includes separate morning and afternoon sessions.

The pre-school serves the local, residential area and children transfer to several nearby schools.

There are two members of staff who hold qualifications in child care and education and four staff who are working towards a qualification. A majority of the staff are trained in first aid. There are currently 51 children in funded educational places and children attending with additional needs are supported. The pre-school has recently started a quality assurance scheme.

How good is the Day Care?

Ferring Funtime Community Pre-school provides good quality care for children. There is a high level of awareness regarding the suitability of staff and to ensuring that children are protected. There is excellent daily organisation for meeting adult: child ratios, encouraging levels of training and using space and resources effectively. Purpose built premises offer a child centred environment which is safe, secure and provides a rich variety of accessible play equipment. The supervisor and the committee ensure that time is allocated to maintaining all documentation for the effective management of the provision.

Staff have a conscientious level of awareness regarding safety and regular reviewing of procedures takes place. Children's health is promoted during routines and most systems to follow accidents, illness and medication are in place. Children

enjoy nutritious, daily snacks and there are effective routines for complying with children's dietary needs. A comprehensive policy for equality and diversity covers all areas of child care; staff know individual children well. They have experience and training to help children with additional needs and they seek help from other agencies and support parents. There is excellent staff awareness of child protection procedures and a proactive attitude to ensuring that other agencies are informed.

A wide range of play opportunities are included. Staff are enthusiastic and involved, they encourage children through conversation, during activities and routines and meet their individual needs. Staff are excellent role models, they show awareness and understanding of children's age and stage of development, they encourage children to identify and remember the pre-school rules.

There are substantial methods to ensure that parents are well informed about all aspects of the provision; a working partnership with parents is strongly encouraged.

What has improved since the last inspection?

At the last inspection the provider was asked to ensure that all records, policies and procedures were updated and maintained for the efficient and safe management of the provision, and to ensure that Ofsted were notified of any changes.

All documentation is in place to meet regulatory requirements and Ofsted have been notified of staff changes.

What is being done well?

- There is excellent organisation for meeting adult: child ratios, for encouraging levels of training and for using space and resources effectively
- The variety of play equipment is rich and varied, children are able to use these freely to extend their play and learning.
- Records to monitor and assist children with special needs are maintained, staff show awareness and understanding, they include evidence of children's progress.
- The premises are spacious, well planned and give children a choice of indoor and outdoor activities during free play. Facilities are designed for children.

What needs to be improved?

- the records for administering medication, to ensure that parents sign to confirm that medication has been given.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	Keep a written record, signed by parents, of medicines given to children.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Ferring Funtime Community Pre-school offers high quality provision for nursery education. Children are making very good progress towards the early learning goals.

Teaching is very good. All staff help to plan for activities, they support each other with shared knowledge of the Foundation Stage of learning. They provide a broad range of experiences for children. Staff are aware of children's levels of learning and give extra responsibilities to older or more able children. There are records to show how children with additional needs are supported. Staff are continually involved in children's play and they use skilful questioning to encourage children's thinking. They are polite and responsive role models. Children's records of achievement are not fully used to plan future activities.

Leadership and management is very good. The leadership is forward thinking and many new changes have been introduced to involve staff in the planning for activities and sharing of responsibilities. There is a strong commitment to maintaining links with the school and to communicating regularly with parents. The provision is evaluated through staff meetings and parents comments but children's records of progress are not yet used to assess the educational provision.

Partnership with parents is very good. Effective two-way systems of communication are established with parents and these provide opportunities for close links between home and pre-school. Parents have regular contact with children's key workers and the supervisor, they are welcome in the provision. Parents are informed of topics and activities through regular newsletters, the notice board and open evenings. They are currently involved in the initial stages of the children's development records.

What is being done well?

- Opportunities for children to identify living creatures. The pre-school has included several recent topics on spiders, slugs, snails and butterflies. Some are contained for children's observation at any time and staff encourage touching and feeling, they talk about and identify different parts of the bodies and explain what the mini-beasts do. The recent butterfly project enabled staff to free the hatched chrysalis.
- The organisation of drinks and snacks during the session gives children choice; they can ask to join the table, choose and pour their own drinks and use knives to spread and cut toast. They are encouraged to form relationships through social interaction with each other and with staff.
- Partnership with parents is encouraged and valued. There are a variety of methods in place to inform parents of the provision and to obtain information about children. Regular slips are available, entitled, 'Ask me about', these can be sent home with children to encourage parents to ask about topics or

learning achievements and parents can also use the slips to inform pre-school staff of home events that children may like to talk about.

- Children's extended imaginary play is encouraged throughout the pre-school. The role play area represents a cafe and garden centre where children discuss the cost of flowers by phone, they start to cook lunch by cracking pretend eggs in a bowl and plan where to sit. Children enjoy the freedom to follow their own brief imaginary ideas.

What needs to be improved?

- opportunities for children to learn simple calculations through practical activities
- the use of children's records of development to inform future planning
- methods to evaluate and monitor the nursery education

What has improved since the last inspection?

The pre-school has made good progress since the last inspection. The provider was asked to form an action plan to show how the key issues would be addressed and this was made available.

Children are now making progress in communication, language and literacy through opportunities to use new words and link words with the same sound during group discussion. They can access writing materials freely and enjoy writing their own letters, they use pictures to understand stories.

Mathematical development includes good use of numbers for counting and identifying quantity, although practical activities are not fully used to develop children's understanding of addition and subtraction.

Staff use questioning well to extend children's understanding, they offer explanation regularly and encourage natural grouping for activities which is well managed.

Assessments of children's progress do not fully inform planning, although staff have knowledge of children through the key worker systems.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are keen and involved, they show confidence in their surroundings and have many opportunities to develop confidence. They are praised for their efforts and achievements during activities and routines. Children are encouraged to maintain good relationships, they share conversations with staff and each other; they are encouraged to care for each other. Children are learning to manage their own behaviour, they respond well to staff and can remind each other about boundaries.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language well to communicate with staff and each other, there are regular discussion times and children are encouraged to extend their vocabulary and link sounds with letters. Four year old children can identify words with the same letter sound. Children listen to stories and enjoy reading from pictures. Writing equipment is constantly available and children use this area to write their own letters. Writing practice is also encouraged through more formal activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count each other at registration time, they use their fingers to count items during activities and include numbers in songs and action rhymes. Children match items and put numbers into sequence during activities, they are encouraged to use positional language. They have opportunities to learn shape, size and quantity and to study pattern repetition. Although there are less practical activities that encourage an understanding of addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have excellent opportunities to observe, feel and identify natural changes in living creatures. They use construction equipment to design and build, they understand how to make things work. Everyday technology is used confidently and children adapt items for different role play purposes. They show an interest in the weather and planned events, they are able to name the date and year. Children also have opportunities to value each others achievements.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have freedom of movement for the majority of the session, they move between indoor and outdoor play with awareness and enjoy the space. They are confident when jumping on the trampoline and using wheel toys, they show enthusiasm for climbing and balancing on the hard surface tunnel. Children are encouraged to learn about the heat of the sun and how to avoid passing on germs to each other. They are capable and have access to a range of small and large equipment.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children use different materials to make spider's webs, they have clear ideas and recreate patterns effectively. Singing is regularly included and enjoyed; children are familiar with songs that can be sung backwards. Imaginary play is fully extended in the role play area, children include each other's ideas, they act out cooking routines, they organise tea parties and barbeques. Children respond to the touch and feel of natural substances, they are encouraged to express their feelings.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report but consideration should be given to improving the following:
- increase opportunities for children to learn simple addition and subtraction through practical activities
- include systems to show how children's assessments are used to inform future planning and to monitor and evaluate the educational provision.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.