



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 130743

DfES Number: 518331

### INSPECTION DETAILS

Inspection Date	17/05/2004
Inspector Name	Teresa Colburn

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Funland Pre-School
Setting Address	38 Holmes Avenue Hove East Sussex BN3 7LD

### REGISTERED PROVIDER DETAILS

Name	The Committee of Funland Pre-School
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### ORGANISATION DETAILS

Name	Funland Pre-School
Address	2 Pound Gate Hassocks West Sussex BN6 9LU

## 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

Funland Pre-school first opened in approximately 1980. It is accommodated Bishop Hannington church hall, in a residential area of Hove. The pre-school does not have sole use of the building and has to set out toys and equipment daily. The group is managed by the executive committee which includes parents whose children attend the playgroup. A parents' committee assists with raising funds for the group. Children have access to a safe; secure outdoor area comprised of hard standing and grass. The children attending are representative of the local community.

There are currently 44 children from 2 to 5 years on roll. This includes 23 funded three year olds and 10 funded four year olds. Children attend for a variety of sessions. The pre-school has good provision for children identified as having special educational needs and for whom English is an additional language.

The pre-school opens Monday through to Friday, term time only from 09.15 to 13.00.

Including the supervisor there are nine member of staff of whom six hold relevant childcare qualifications. The setting receives support from the local Early Years Development and Childcare Partnership. They are accredited members of the Pre-school Learning Alliance.

### How good is the Day Care?

Funlands pre-school provides good quality care for children. Effective use is made of the staff, space and resources to ensure children are well cared for. The accommodation is bright, cheerful and is arranged to meet the needs of both children and staff. However, some communal area's within the church hall require cleaning. The pre-school has a dedicated staff team, who work well together.

The pre-school is safe and secure and has good systems in place for the arrival and collection of children. Staff understand health and hygiene issues and act upon them. Mid morning snacks are provide, however these lack variation. Children's individual needs are dealt with sensitively and consistently. The staff are clear about

their duties regarding child protection and the welfare of the child is paramount.

The staff plan their daily activities well. Children are involved in a range of interesting and exciting activities, which promote all areas of learning. Staff form warm, caring relationships with the children and offer praise and encouragement. Staff are aware of the need to reorganise the registration time to ensure children's good behaviour is consistent. The children have recently devised their own behaviour ground rules. Children are very happy, confident, well settled and developing independence. Children are enabled to play independently due to the staff setting up a varied play environment.

Parents are made very welcome by the staff, allowing for daily exchanges of information about the children. Policies and procedures are in place and parents have easy access to copies of these, which are kept on a registration table together with other important information. All records are stored securely and confidentiality is respected.

#### **What has improved since the last inspection?**

Not applicable

#### **What is being done well?**

- The pre-school has a selection of quality toys and equipment. They use these to plan stimulating and exciting activities to promote children's learning.
- Children move around freely making effective use of the space, they are happy and engaged in their play.
- Staff set up the activity hall in a warm welcoming manner prior to the children's arrival.
- The staff have very good relationships with children. They spend a lot of time talking and playing with them. The children are very happy and well settled.
- The pre-school offers a warm and welcoming environment. Parents and children are greeted warmly by staff at the group.

#### **What needs to be improved?**

- the arrangements for checking the premises are clean;
- varied snacks;
- the organisation of registration time, with regards to behaviour management.

#### **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
4	ensure the premises are clean
8	ensure children have easy access to fresh drinking water and snacks provided are varied, healthy and nutritious
11	review the organisation of staff and resources at registration time to ensure children are occupied

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

### How effective is the nursery education?

The provision of nursery education at Funland Pre-school is acceptable and of good quality. It enables children to make generally good progress towards the early learning goals in all six areas of learning. Progress in communication language and literacy, mathematical development, knowledge and understanding of the world and physical development is very good. Children are very confident and motivated to learn.

The overall quality of teaching is generally good. However staff would benefit from enhancing their personal understanding and knowledge of the early learning goals and stepping-stones. Staff plan a stimulating environment and well-planned activities making good use of resources. However planning does not always reflect the aims and intended learning outcomes. Staff give constant praise and encouragement helping to increase children's independence, confidence and self-esteem. Staff foster warm, caring relationships with the children. Staff routinely conduct assessments, however the assessments are not fully used to inform planning.

The leadership and management of the pre-school is generally good. The supervisor and deputy work alongside staff and lead by example. Staff work very well together as a team, they have a clear understanding of their roles and responsibilities. Good recruitment and induction procedures, along with very informative operational plan ensure effective management of the pre-school.

Partnership with parents and carers is generally good. Parents spend time talking informally to staff about their children. Observed relations show a good link is forged between home and pre-school. Parents have access to the full set of policies and procedures, however the notice board contains limited information on the Foundation stage and early learning goals.

### What is being done well?

- Many opportunities are provided throughout the session to extend children's knowledge and understanding of numbers, calculations and measurements.
- Children are provided with a wide range of activities and resources enabling them to explore and investigate.
- Children speak clearly and fluently as a result of the staff's consistent interest and engagement in their play and conversations.
- Relationships between children and staff are good. These help children develop confidence and support all aspects of their learning.
- Staff are very committed to improvement and work well as a team are supporting each other.

**What needs to be improved?**

- staff's personal knowledge and understanding of the Foundation Stage and the stepping stones as a tool to helping children progress towards the early learning goals;
- improve the detail in planning, and utilise children's individual assessment records to inform the planning;
- visual information provided for parents on the educational programme.

**What has improved since the last inspection?**

Following the last inspection the group have enhanced the programme for language and literacy, children are now encouraged to find their own name on arrival. Children's names are visually displayed and easily accessible by the writing table, a good range of resources are accessible on the writing table and children are beginning to recognise various letters and words during registration time.

Children are provided with a range of challenges to extend their learning in mathematical development. Quantities and calculations are routinely incorporated during snack time, counting rhymes, and when using the sand/water.

The method of managing behaviour is continually being addressed, a new behaviour management policy and a designated person has been implemented. However behaviour management still appears to be an issue, particularly during registration time.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children arrive happily and are interested in all the activities that are available. Children are happy, confident and well settled. Children work well as a group and as individuals, relationships with staff are good. Children can choose from a range of pre-selected activities and are independent in their play. Children are confident to join in with small and large group activities such as singing and story times.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children's spoken language is developing well. They negotiate well in their activities and express their imagined experiences during role play. Staff provide many opportunities for children to contribute to conversation and language for thinking. Children learn to recognise their first names and are beginning to informally write these correctly with well formed letters. Children are actively encouraged to participate during weekly French sessions.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count confidently to 10 and beyond. Children show a developing understanding and interest in numbers. Children are beginning to use numbers during singing activities and registration time. Children learn to measure and record their observations. They learn about capacity, weight and measurement in a range of practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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An interesting range of topics allow children to explore and investigate aspects of the natural and man-made world. A selection of books in everyday use, help children to learn about different living things. They enjoy looking after living things and are developing a keen interest in the environment around them. Children observe the changes that occur when plants grow.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move around confidently showing an awareness of space and others. Children are given many opportunities to develop their gross motor skills, through the use of appropriate resources. Children are learning to handle tools such as pencils, paint brushes, scissors, hole punchers and playdough cutters with increasing skill and ease.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children use their imagination in a variety of planned role play activities, with staff supporting children's ideas to enable them to act out a variety of scenarios. Children enjoy singing and reciting simple songs and rhymes with enthusiasm and interest. Staff use group story times to stimulate the children's imagination. Children enjoy exploring a range of textures.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES**

- staffs personal understanding of the foundation stage and the stepping stones as a tool to helping all children progress in the early learning goals;
- the detail in planning so that staff are clear about how plans aim for children's development and learning. The use of children's individual assessment records to inform planning;
- display information for the parents on the nursery education funding.

*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.*