



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 113498

DfES Number: 512267

INSPECTION DETAILS

Inspection Date 23/11/2004
Inspector Name Penny Wood

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Goring Little Fishes
Setting Address Goring United Reformed Church
Shaftesbury Avenue, Goring-by-Sea
Worthing
West Sussex
BN12 4EA

REGISTERED PROVIDER DETAILS

Name The Committee of Goring Little Fishes Committee 1049215

ORGANISATION DETAILS

Name Goring Little Fishes Committee
Address Goring United Reformed Church
Barrington Road, Goring-by-Sea
Worthing
West Sussex
BN12 4EA

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

Goring Little Fishes opened in 1995. It operates from a permanent pre-school classroom, and meeting room, within the United Reformed Church premises, in the Goring area of Worthing. Goring Little Fishes is a Christian based group, that is open to all faiths, and serves the local area.

They are registered to provide sessional care for 18 children aged two to five years. There are currently 40 children on roll, 18 in receipt of nursery education. The group supports children who have special needs and English as an additional language.

The group opens five days a week during school term times. Sessions are from 08.30 until 12.30, and 13.30 until 16.00.

There are four staff, three of which are qualified and one member is working towards a child care qualification. All participate in further training. The setting receives support from a mentor, from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Goring Little Fishes provides good quality care for children. The manager has the relevant experience and qualifications. All staff participate in ongoing training. Good use is made of space and staff to ensure that children are safe and secure within the warm and welcoming environment. Staff are deployed effectively ensuring that children are supported during activities. The provision has a comprehensive set of policies and procedures, most are completed appropriately.

Staff have completed health and safety training and are effective in ensuring the safety of children and adults within the provision. Staff encourage children to practice good personal hygiene and take positive steps to prevent the spread of infection. Staff are aware of individual dietary needs and provide a choice of healthy snacks and drinks. Children are all treated as individuals and staff have a positive attitude to inclusion for all children. There are effective links with other agencies to

support children with special needs. The staff have a good understanding of child protection procedures.

Children access a good range of stimulating and interesting resources and activities, which enable them to make progress in all areas of learning. Children are able to develop their own play and make choices. Adults interact well with children. Outings to the local area include going to the shops, play park and using facilities at the leisure centre. Staff have good strategies in place for dealing with behaviour which are consistently applied, appropriate and understandable for children.

The provision experiences good relationships with parents.

What has improved since the last inspection?

Not applicable

What is being done well?

- Staff are proactive in their training in childcare and the foundation stage, increasing personal knowledge and professional development to enhance the provision for children and their families.
- Play and activities are child led. Children are able to make choices from a wide variety of resources, which are age appropriate, stimulating and interesting and meet the needs of all children to promote their development. Staff support children in their play, ensuring that individual needs are met.
- The provision develops good relationships with parents. Information is shared by newsletters, notice boards and weekly diaries ensuring parents are informed of their child's time at pre-school. Comprehensive policies and procedures which reflect practice are available for parents. Staff ensure they are aware of individual children's needs and liaise with parents accordingly.
- Staff have good knowledge and understanding of child protection issues, are able to recognise signs and symptoms of abuse and take appropriate action as detailed in the child protection policy. Issues would be dealt with promptly and appropriately, ensuring the safety of the children in their care.
- The provision has an all-inclusive policy for both children and staff whereby all are valued and treated with equal concern. The staff have a positive attitude to special needs and work closely with parents and agencies to ensure information is shared and children's individual needs are addressed. The provision has a good variety of resources for children with special needs.

What needs to be improved?

- Confidentiality in medical records.
- Staff knowledge of regulatory requirements to notify Ofsted of serious injuries.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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	To ensure that confidentiality is maintained in medical records.
7	To include details of contacting Ofsted in the serious accident policy and to ensure staff awareness of procedures.

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

How effective is the nursery education?

Goring Little Fishes Pre-school is a caring and welcoming pre-school.

Provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals in all areas of learning. Children are keen to learn and take part in the extensive range of activities provided for them within a very child led environment.

The quality of teaching is very good. Staff provide an environment where children have a wide choice of practical activities and are able to learn through play, setting their own challenges and progressing at their own pace. Staff are deployed well to provide support for all children, including those with special needs and those for whom English is an additional language. Plans cover all areas of learning and link clearly to the foundation stage curriculum stepping stones. Staff set clear guidelines for expectations of behaviour and as a consequence children behave well.

Leadership and management is very good. The staff and management are committed to providing good quality care and education for all children. They work well as a team and are very effective at evaluating and monitoring the provision for nursery education. Staff continually update their skills by attending training courses.

The partnership with parents is very good. Parents are provided with good information about the setting and the provision for nursery education. They are kept well informed of their children's progress and activities through regular reports and daily discussions with their child's key worker. They are offered home visits to discuss the developmental records if required. Parents feel able to share information about their children with the staff.

What is being done well?

- Children's personal, social and emotional development is very good. They are keen to learn, try new activities and initiate their own ideas. Staff set clear boundaries for expectations of behaviour and as a consequence children behave well.
- There is a good relationship between staff and parents. Parents are provided with good information about the setting and are kept well informed about their children's progress. They are offered home visits to discuss their children's progress.
- Staff provide very good support for children with additional needs and those for whom English is an additional language. They work closely with both parents and other professionals.
- Staff provide an environment where children have a wide choice of practical activities and are learning through play. They work to a curriculum which is

based on child led learning.

What needs to be improved?

- the children's access to activities in which they can explore media and materials and foster their creativity.

What has improved since the last inspection?

The pre-school were asked to ensure that words and letters written on displays and resources were correctly formed by adults. They have made very good progress and all displays have computer written words and letters which are easy for children to recognise.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children develop good relationships with each other and adults. They are well behaved, co-operate well and learn to share and take turns. Children are interested and keen to learn and take part in the range of activities provided. Children have high levels of confidence and self-esteem. They are able to express their needs and feelings. Children know right from wrong. Many say please and thank you without prompting.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers. They converse easily with adults and each other and use language to initiate and organise their play. Children listen to and enjoy stories and rhymes in small and large groups. Children are beginning to develop their writing skills during their play some are able to write letters from their names. Children recognise the sounds and shapes of letters and words which have meaning for them. Children engage in a wide range of activities which require hand-eye coordination.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently to 10. They are beginning to recognise numbers during their play. Children sort and order items by size, weight and length and are beginning to use the mathematical language involved. They recognise patterns, and learn about shape, size and quantity through practical activities. Children are beginning to use their knowledge of numbers to solve simple number problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are curious. They enjoy finding out about living things in the environment and making observations. Children design and build confidently using a wide range of materials and tools. Children talk about their environment, families and events in their lives. They enjoy their regular walks in the local environment and are beginning to gain an awareness of the cultures and beliefs of others. Children know how to complete simple programmes on the computer.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence and increasing control and co-ordination. They show an awareness of space when moving around their environment both indoors and out. Children are beginning to show an awareness of a range of healthy practices. They discuss some of the changes which occur to their bodies after exercising. They use a wide range of equipment, tools and materials safely.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children respond to what they see, hear, smell, touch and feel in a variety of ways. They use all their senses to explore and respond to colour, texture, shape and form. Children use their imaginations well in art, role play, stories and when initiating their own play. They sing simple songs from memory. Children are able to create their own ideas in art, when using dough and when model making. They have some opportunities to take part in activities in which they explore media and materials

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 implementing the following;
- the children's access to activities in which they can explore media and materials and foster their creativity.

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.