

Goring Methodist Pre-School

Inspection report for early years provision

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Inspector

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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

Goring Methodist Pre-school is run by Goring Methodist Church. It first opened in 1972 and re-registered under the current management in 2010. It operates from two halls and a large room in the church grounds. Children have access to an enclosed outdoor play area. The pre-school is situated in Goring-by-Sea, Worthing in West Sussex. It is open each weekday from 9am to 2pm on Mondays and Fridays and 9am to 12pm for the remainder of the week during term time only.

A maximum of 30 children may attend the pre-school at any one time. There are currently 27 children aged from two years to under five years on roll. The setting is in receipt of funding for the provision of free early education to children aged three and four years old. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting is registered by Ofsted on the Early Years Register. The group receives support from the Early Years Development and Childcare Partnership. There are 10 members of staff, six of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled and make steady progress in their learning and development. The setting offers an inclusive service where children benefit from a positive team of staff who are committed to working with parents and other professionals in order to support children's individual needs. Generally, most of the required documentation is in place. The setting has worked well to develop the quality of the service it provides since being re-registered. Self-evaluation has identified areas for development. The management team is fully aware there is scope for further improvement and are very keen to continuously improve the service for children and their families.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record of the risk assessment and incorporate all the hazards associated with the premises, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 08/12/2010
- ensure the children's registers clearly identify their hours of attendance (Documentation) 08/12/2010

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

- provide opportunities which help children to learn to link sounds to letters
- further develop opportunities for children to write for a variety of purposes

The effectiveness of leadership and management of the early years provision

The systems in place ensure that overall children's welfare is protected. Staff are suitably vetted and adults who are going through the vetting process are not left unsupervised with children. The staff team have a sound understanding of child protection issues and are able to explain their role and responsibilities should there be a concern. The management team complete written risk assessments of the premises. However, it does not reflect all hazards and control measures they use to keep children safe and not all the required details are recorded which is a specific legal requirement. This does not affect the care on offer to the children as daily safety checks are carried out using a check list and control measures are already in place to ensure the safety of the children. There is a daily record of the names of the children looked after but their hours of attendance are not currently recorded which is a specific legal requirement. Most staff have first aid training to ensure that they are able to respond appropriately in the event of an accident to children.

The staff team are beginning to work well together to provide a warm and welcoming environment for all children and their families. The children demonstrate a strong sense of belonging and are gaining independence as they make choices from a variety of toys and resources available in low level units. The staff team are well deployed to support children's learning and ensure routines run smoothly. They support every child to ensure their individual needs are met and that no child is disadvantaged and to ensure that their practice is inclusive for all children. The setting actively promotes equality of opportunity by ensuring that all children and their families are valued and respected. There is a range of toys and resources which help to promote children's understanding of diversity within our society, for example, dressing up clothes, books and welcome poster in other languages. Furthermore, diversity is valued through recognising festivals, such as, Chinese New Year and Harvest festival.

Staff engage warmly with parents, they discuss with the parents their child's starting points which enables staff to plan effectively for their individual needs. They keep parents informed of their children's achievements, well-being and development through daily chats and sharing their child's learning journal with them on a regular bases. Parents are very happy with the care their children receive. The setting works well in partnership with other providers involved in early years education of children which also helps in the progression of the children's learning and development.

The management team and staff are working well in partnership with the local authority advisory team and are using this support to enhance the educational

provision for the children. They have accurately identified their own strengths and weakness and continue to work on areas that they feel need addressing in order to improve outcomes for children and to develop the service further. The setting is also currently in the process of reviewing all their policies and procedures; they have recognised that they require updating to further promote the efficient and safe management of the setting. For example, they have updated the settings safeguarding children policy and are in the process of developing the complaints and medication policies to ensure they meet current requirements.

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

Children enjoy their time at the setting as they arrive happy and are eager to start their day. The staff team have a sound understanding of the Early Years Foundation Stage and children are generally progressing well towards the early learning goals in all six areas of learning. The staff team are observing and assessing individual children's progress and are using their observations to plan activities to extend children's individual learning. In their planning they also incorporated activities led by the children's interests and organise some topics and themes which are adult-led to further extend children's interests and learning.

Children are offered a suitable variety of activities and play opportunities to promote their learning and development both in and outdoors. For example, cooking activities enable children to mix, pour, stir and watch as the ingredients change from many into an edible outcome. Activities such as cooking also encourage children to learn about numeracy such as identifying numerals when using the weighing scales. Children are developing skills for the future as programmable and interactive toys develop children's understanding of information technology and communication. Children create and design with blocks and take part in a range of art and craft activities. For example, children made clay pots for the Diwali festival. Children are using their imagination as they participate in make-believe play as boys and girls pretend they are builders as they use the role play props provided. Children are able to access a variety of writing tools and paper. However, they are not always provided with a range of activities during which they will experiment with writing. For example, by including opportunities for writing for different purposes during role-play activities to encouraged children to develop their mark-making skills. Children are beginning to understand that words have meaning as they enjoy listening to stories, which helps promote their language and literacy skills. They respond to some questions asked by the staff by joining in with the telling of the story, which they are familiar with. Signs and labels around the setting help children begin to recognise letters and simple words. However, during everyday activities children are not encouraged to learn to distinguish differences in sounds and link sounds to letters. Children behave well, they are encouraged to share and take turns. Staff manage children's behaviour well, to encourage children to develop the habits and behaviour appropriate to good learners. Staff regularly praise children and use positive language which promotes their self-esteem and confidence.

Healthy lifestyles are promoted through the daily physical play opportunities children take part in. They enjoy the outdoor play area playing with the different activities provided such as ride on toys; sand and water play. Indoors, children have a great time as they enjoy throwing and kicking balls or balancing on the stilts with help from staff. Healthy snacks are offered to children such as chopped tomatoes and cucumber; they have a choice of water or milk, which children are encouraged to pour themselves. Children follow appropriate personal hygiene routines such as washing their hands when necessary. Children understand about keeping themselves safe while at the setting. For example, the frequent practising of the evacuation procedure helps the children to understand how to keep themselves safe by teaching them to leave the premises quickly and safely.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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