

# Funland Pre-School

Inspection report for early years provision

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**Unique reference number**

130743

**Inspection date**

01/12/2010

**Inspector**

Jacqueline Walter

**Setting address**

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Funland Pre-School opened in 1980 and operates from Bishop Hannington church hall, in Hove, East Sussex. The group is managed by the committee

A maximum of 32 children may attend the pre-school at any one time. operating times are Monday to Friday 09:15 to 12:15pm. It provides provides a lunch club sometimes may extend the sessions to 1.15pm, term-time only. All children share access to a secure enclosed outdoor play area. and attend from the surrounding area.

There are currently 40 children aged from two to under five years on roll. Of these, 19 receive funding for nursery education. The preschool supports children with special educational needs and/or learning difficulties. The nursery employs eight members of staff. Of these, six hold appropriate early years qualifications. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staffs good knowledge of each child's needs, good quality interaction and an effectively organised learning environment, ensure that they are successful in promoting children's learning. A clear planning and assessment system, which provides wide and stimulating experiences, and acknowledges children's interests and individual learning needs is implemented well overall. As a result, children are enjoying their learning and make good progress, given their age, ability and starting points. Children's welfare is promoted well overall with a minor weakness in the methods used regarding the promotion of behaviour management with the more able children, and in some aspects of safeguarding children. The partnerships with parents and other agencies are good and makes sure that the needs of all children and families are fully and sensitively met, including any additional support they need. A good commitment to self-evaluation by the manager and staff team ensures that priorities for future development are promptly identified and acted on. This results in a service that maintains good, continuous improvement.

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

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

- review the risk assessment with particular regard to children accessing the locks on the toilet doors
- develop the systems in place to ensure all staff are aware of the signs and symptoms to be aware of regarding child abuse
- provide further opportunities for the more able children to develop

understanding of managing their behaviour.

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

Children are safeguarded well overall. There are some good procedures in place to ensure that most staff protects children from abuse. For example, existing injuries and concerns are appropriately documented and most staff are fully aware of the procedures to follow when concerns are identified. However, as staff is primarily made aware of child protection issues through reading the safeguarding policy and it does not include information on the signs and symptoms of abuse. Non qualified staff have limited opportunities to know what these are and fully protect children. All staff are qualified in first aid and vetting and recruitment procedures are robust. For example, copies of training and qualifications are held on file and an appropriate induction procedure, which includes staff reading all policies and procedures, is implemented. This ensures, staff are aware of their responsibilities and in turn keep children safe overall. The effectiveness in which the setting deploys resources is good, with space organised effectively to allow children to direct their own play and access all areas. For example, the room is divided up into areas of play and children are able to access the outside area independently each day.

Children with special educational needs and/or disabilities are identified and supported well. The staff ensure the children are well integrated and they themselves are effective in working with other agencies and the parents or carers involved in the children's care. As a result, they are successful in taking steps to close identified gaps in children's achievements. Staff work effectively with parents. For example, a wealth of information regarding the setting and the curriculum is shared through a welcome pack, parent notice boards and hard copies of all policy and procedures held in the setting. Good systems are in place to inform the parents of children's progress. For example, every term a written report is shared with the parents and children's scrap books are available at all times. Staff value and respect parents and effectively encourage them to be involved in their children's learning. As a result, they contribute their opinions and views in the report, complete home interest sheets for the staff to reflect in their planning and are confident in voicing concerns and asking advice on their children's development.

There is a good commitment to evaluating and improving the quality of the setting. Staff have effectively addressed all previous recommendations, which have in turn successfully enhanced children's safety, health, and their overall progress in learning. As a result of them using both the Ofsted self evaluation form and the local authority's quality assurance scheme, realistic action plans, are currently being implemented to improve children's overall learning and development. In addition to this, they have welcomed and implemented suggestions from the local authority advisors and other providers. For example, they have purchased more low level storage facilities, which have in turn allowed children more independence and adjusted their assessment and planning systems to make it easier and more effective to use. Staff have completed further training. For example, they have

completed courses in Behaviour Management and Observation and Planning. The setting is also currently exchanging staff with other settings to evaluate and improve their own skills and teaching practices. Overall the management communicates ambition and drive and is confident in what it needs to do in making and sustaining improvements.

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

Staff provide a welcoming, child-friendly environment where a wide range of stimulating, good quality equipment and activities effectively challenge children of various ages and abilities. Children are able to gain a good knowledge and understanding of the world through stimulating first hand experiences, such as visiting a windmill, collecting leaves which they then make collages with and making clay pots for Diwali lamps. They are developing good skills in problem solving, reasoning and numeracy through everyday activities, such as counting out five pieces of fruit that they choose from the snack table. Children have good opportunities to develop independence and choice and decision making skills. For example, they can access their drinks independently, as well as choose their activities, which are stored in low level draws or placed around the room. As a result, they are self motivated, interested in their activities and make clear their wants and needs. Staff know the children well. Although they are in the process of implementing a new system regarding the assessment and planning for individual children, they continue to effectively use gathered information to ensure that children achieve as much as they can in relation to their starting points and capabilities. For example, they ask parents to complete an 'All about Me' booklet on their child, which enables staff to ascertain clear starting points. In addition to this, they conduct regular written observations on individual children, which in turn, enable them to identify what children know and understand and their next steps in development. Staff then use this information appropriately to plan individual learning needs in all areas of play. Staff interact well with the children and have a good understanding of how children learn. They extend children's learning by providing additional resources that support their understanding. For example, children are asked to select symbols for the weather and cardboard clothes that enable a cardboard monkey to play outside. This in turn, helps them to develop knowledge and understanding of the world as well as health and bodily awareness. Staff also use lots of open ended questioning, which helps the children to focus and think. As a result children communicate well as they investigate and solve problems. For example, when conducting experiments, such as melting jelly and ice in warm water. Staff also engage sensitively in children's play encouraging the use of imagination and developing their skills in communication language and literacy. For example, children use a template of their name and discuss the phonic sounds of letters when they write cards or label their work. As a result, some more able children are able write their names creating recognisable letters.

Overall good steps are taken to promote the physical safety of children. For example, external doors are locked and staff use a spy hole to check the visitor as well as checking their identification documents and making a record of the visit.

However, although the required risk assessment of the premises is written up and reviewed regularly, it does not cover all the dangers which the children may come into contact with, in particular the locks on the toilets are fitted low and children are able to lock themselves in. Children are developing a good understanding of keeping themselves safe. For example, they know how to interpret the warning signs that are placed around the setting and know to stop, look and listen when they are crossing roads on their outings. There is good emphasis on health and hygiene. The staff responsible for preparing snacks have completed additional training and children are able to grow and eat their own food in the setting. For example, this year they have grown and eaten Peas, Lettuces and Radishes. As a result, they know that items, such as fruit make them strong and they need to wash their hands before they eat their snack. Staff are very good role models and implement effective strategies to encourage children to develop habits and behaviour appropriate to good learners. For example, they display posters on expected behaviour and are currently developing links with behaviour specialists for individual children. They also actively encourage collaborative working amongst children, by implementing a regular tidy up session. As a result, children play and work well their peers. However, there are limited opportunities for more able children to develop their understanding and be involved in the setting of expected behaviour, which in turn limits their awareness of responsibility.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

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

### 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>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met