

# Fun Time Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	160637
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<b>Inspector</b>	Margaret Moffat

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<b>Type of setting</b>	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**

Fun Time Pre-School was registered in 2001. It is privately owned and operates from Frimley Village Hall in Frimley Green, Surrey. The pre-school have access to the main hall and kitchen and toilet facilities. There is a fully enclosed outdoor play area. The pre-school is open each week day from 9am until 12.30 during school term times. The pre-school is registered on the Early Years register. A maximum of 26 children may attend the pre-school at any one time.

There are currently 31 children on roll from aged two to four years. The pre-school receives funding for early education. The pre-school supports a number of children with special educational needs, learning difficulties and or disabilities and a number of children who speak English as an additional language.

The pre-school employs five members of staff all of whom hold relevant early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children develop excellent relationships with adults and their peers. They are confident settle well and develop a strong sense of belonging in the setting. Staff understand the uniqueness of every child in their care and ensure they receive an enjoyable range of experiences that help them achieve to their full potential. Children are generally well behaved on most occasions. The partnership with parents and others is very good and ensures all adults work together to support and meet children's needs. All associated with the pre-school are involved in evaluating the service provided and this ensures continuous improvement in the outcomes for children.

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

To further improve the high quality early years provision the registered person should consider:

- organising large group time to improve children's understanding of taking turns and listening to others.

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

Children benefit from the totally dedicated staff team, most of whom have worked in the setting for some time. They are aware of their roles and responsibilities and work extremely well as a team ensuring children's care and learning are promoted

in all aspects of the setting. Staff are very well qualified and have an extensive knowledge of how children learn and develop. They see professional development as an important part of their work with children and attend regular training courses run by the local authority. Two members of staff have recently started degree courses. There are robust systems in place to ensure the suitability of staff. The steps to safeguard children are very good. The premises are extremely secure and there is always a member of staff to monitor the comings and goings in particular at the beginning and end of the sessions. Staff set up the hall and outside area and complete daily check lists to ensure the premises are safe and ready for when the children arrive. Risk assessment records are in place and cover all areas with new risks being added as and when noted. Staff have a very good understanding of child protection issues and know how to proceed if they have concerns about a child in their care.

The systems for monitoring and evaluating the setting are robust and contribute to the outstanding practices within the setting and the continuous improvement. Self evaluation clearly shows the areas of strength and areas the staff would like to improve to maintain the high standards. Staff take on board any comments made by the local authority and parents and action areas for improvement. For example, providing more trolleys to store equipment which would make it easier for children to make choices about the resources and toys they wish to play with, thus developing their independence further. All recommendations made at the previous inspection have been addressed. Staff organise the layout of the setting both indoors and out well to maximise the play opportunities for the children. Interaction is excellent and staff spend their time focused on children's enjoyment and achievement. Staff use observations and assessments to identify achievements and children's next steps in learning. They use the information to plan activities that take account of the children's interests and cater for their individual needs. There are effective systems in place to support children with specific needs and those who speak English as an additional language. Children receive individual support from knowledgeable staff. Children have many opportunities to learn about the world around them and they are provided with a good range of resources such as puppets, books and small world toys to promote positive images. Parents are regular visitors to the setting talking about their occupations and their different cultures and traditions. This helps children learn about people who help us and the different foods and customs associated with other cultures.

The setting is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships. For example, they arrange meetings with other providers and agencies involved in children's care, learning and development and share children's development files to ensure there is a consistent approach to the learning of the individual children. Partnerships with parents are excellent and staff work hard to ensure the communications systems keep parents up to date with their children's learning and development. They share children's next steps with parents regularly and offer them ideas of how to support their learning at home. They have opportunities to discuss their children's progress more formally through planned meetings. Parents receive detailed information about all aspects of the setting. Parents spoken to on the day of inspection report they are very happy with the care and the learning their children achieve in the setting. They particularly like how staff allow them to stay in the setting to settle

the children and how happy the children are and how their confidence is growing.

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

Children play in a stimulating environment where they are very happy and confident. They have access to a very good range of resources that offer exciting learning experiences for every child, helping them develop skills for the future. Children confidently make choices about the activities they wish to pursue and staff are always on hand to give support when needed. There are no restrictions to what children want to do and this helps develop their confidence and self-esteem. Planning caters for individual interests ensuring that all children enjoy a range of experiences that are enjoyable and help them make extremely good progress towards the early learning goals. The use of open ended questions and staff's ability to develop children's thinking and conversational skills ensure all children develop a positive attitude towards learning.

Children show a strong sense of security and feel safe within the setting. They learn how to keep themselves safe through learning how to handle equipment such as scissors and knives correctly and how to move equipment such as chairs appropriately with the legs down and not straight in front in case they hurt someone. Children confidently ask staff and other children to join in their play and develop good levels of independence as they deal with their own care needs. They are fully aware of the routines of the setting. For example when they wish to play outside they find their coats and go to the door and ring the bell and staff open the door for them. They enjoy helping out in the setting and when they are finished playing at activities such as corn flour they ask staff for a dustpan and brush to clear up the mess and inform staff when they have finished. Staff praise the children for their efforts and award them super star stamps which they proudly show off. Children are very well behaved most of the time, however owing to the organisation of large group times some children find it difficult to take turns and listen to others.

Children develop a very good understanding of the importance of following good hygiene routines and staff provide them with relevant equipment allowing them to develop their independence. Liquid soap, paper towels, and steps are available in the toilet areas and laminated signs remind children about the importance of hand washing. Parents provide the setting with fruit on a daily basis and this helps develop children's awareness of healthy eating. The café system used in the setting helps children engage in a number of activities to support their learning and development in several areas of learning. They peel and cut the fruit and sort them into different plates. Staff engage the children in conversations about the different fruits, their colours and where they come from. Children select the fruit labels and put them on the wall and count out how many pieces of each fruit everyone can have and select the number and place next to the fruit. The café also provides children opportunities to socialise and chat with the other children and adults in the setting talking about their home lives and healthy eating. Children are encouraged to volunteer to wash up the cups and plates when everyone is

finished. There are many opportunities for children to count and apply their mathematical skills. Staff involve children in mathematical activities such as comparing the size of worms, sorting and matching activities and using measuring tapes.

Children develop their imagination as they act out their own scenarios in the home corner and outside area. As they play with the steering wheel and pretend they are in the car they talk about driving the other children to the seaside. When asked what they will do when they get there children say they are going to build sandcastles and leave the car and move over to the sand tray to do this. They dress up as doctors and have patients and talk about the children having poorly tummies and use stethoscopes to see if they are alright. Children play in a print rich environment and have many opportunities to practice mark marking. As well as paper, pens crayons and pencils, staff also provide children with corn flour and water and they have great fun as they mix this on the table and use their fingers to draw and make marks. They write recognisable letters from their names and are beginning to link these to the sounds they make. They learn how to use computers and have access to other electronic equipment such as cameras and remote control cars. They show curiosity and are keen to find out why the mouse for the computer is not working and watch as staff try to repair it. They offer to have another try to see if the mouse is working now. Children enjoy using the camera and taking pictures of each other and staff as they are engaged in activities.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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