

Goring Little Fishes

Inspection report for early years provision

Unique reference number 113498
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Inspector Daphne Prescott

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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

Goring Little Fishes opened in 1995 and is run by a committee. It operates from three rooms, within the United Reformed Church premises, in the Goring area of Worthing, West Sussex. Children have access to an enclosed outdoor play area. Goring Little Fishes is a Christian based group that is open to all faiths, and serves the local area.

A maximum of 18 children from two to the end of the early years age group may attend the setting at any one time. It is open each weekday from 8.30am to 12.30pm and 1.00pm to 4.00pm, term time only.

There are currently 40 children on roll, attending different times of the week. 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 with English as an additional language.

The setting is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. They employ four members of staff, all of these hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled because the whole staff team have created a warm and welcoming environment. The children are fully engaged in a wide range of activities and they make good progress in their learning and development. Successful partnerships with parents and other professionals ensure that information is shared effectively to support children's individual needs. Overall, all of the required documentation is in place. The management team have a clear knowledge of the setting's strengths and areas for improvement, such as developing the layout of the outdoor area. They are fully committed to reflective self-evaluation and show a very keen commitment towards continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment to include all assessments of risks for the premises
- develop the opportunities for outdoor play for children to experiment in all six areas of learning

The effectiveness of leadership and management of the early years provision

The management and staff team place a high priority on the safety and welfare of the children. They have good knowledge and understanding of child protection procedures and are confident in explaining their role and responsibilities should there be a concern. There are robust systems for ensuring adults working with the children are suitable to do so. The setting completes written risk assessments and visual checks each day to ensure the children have the freedom to explore and develop skills within a safe and secure environment. However, the risk assessment record does not accurately reflect all possible hazards to help towards keeping children safe. This does not affect the children's care as the staff team are vigilant in their supervision of the children to keep them safe. There is an effective security system to ensure no one can enter the premises unannounced. In addition, the setting ensures they supervise and keep a record of any visitors and this contributes to protecting children from harm.

The whole staff team work very well together and make good use of their time through their effective deployment. Children use a wide range of resources and equipment that are safe and highly suitable for their age, which underpin their thriving play and learning experiences. Staff have a good understanding of issues relating to equality and diversity and are very successful in providing an inclusive service for all children and their families. They work very closely with parents and outside agencies to promote children's welfare and development of children with specific needs. Information is sought from parents regarding their child prior to them starting in the setting as they complete an 'All about me form'. This information and the child's interests are recorded and acted upon by the staff in a consistent way. They keep parents very well-informed of their children's progress and development, through informal daily discussions and more formal parents' consultations. The setting has also introduced parent input sheets; they share their individual children's interests and achievements on a consistent and regular basis. Furthermore, reading home link books are provided to enable parents to share story books at home, so promoting good links with parents. Feedback from parents is very positive, for instance they speak highly of the range of activities children experience, the staff know their children extremely well and the welcoming feel and friendliness of the whole staff team. The management team work well with others involved in children's learning and care, such as nursery's or childminder's. This means they are proactive in ensuring children receive the best learning opportunities to support their learning, or if they need additional support or help. Partnerships with the local schools are good and information is shared effectively with staff, to ensure children have a smooth transition into school.

The setting is well-led and managed and they are fully committed to improving the provision they offer. The whole staff team meet together regularly to discuss planning, assessment and children's next steps in their learning. Policies and procedures are regularly reviewed and updated. Staff work hard to improve their practice and enhance their experience by attending relevant training courses. Good self-evaluation procedures are in place. For example, they are keen to develop the

outdoor play area to further develop children's challenging play opportunities in all six areas. The previous recommendations have been suitably acted upon, improving outcomes for children.

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

Children are very happy and thoroughly enjoy their time spent in the setting. The staff team work very effectively and enthusiastically as a team to provide a nurturing and stimulating environment for children. They know the children really well and undertake regular observations of children's progress and introduce the right balance of adult initiated and child led experiences to promote their development well. Plans are available and are adapted for each individual child to ensure their continued progression.

Children consistently access a wide range of resources and activities across all areas of learning, which results in them progressing well. They are very independent and make their own choices in their play and they are confident to share their ideas. This results in them being curious and inquisitive learners. Language skills are promoted effectively, with staff interacting well with the children. For example, during story telling sessions, children are encouraged to talk about what is happening and to act out the scenarios in character when going on a bear hunt. They have opportunities to practise their early writing skills as they draw recognisable pictures and begin to write their names. Children have a lovely time as they engage in a wide range of role play activities and use their imaginations well as they use available resources to support their play. In addition, children are able to move around props, as some are stored in wheeled containers, which allow the children to create their own role play areas wherever they choose. For example, a small group of children decided to set up a hairdresser so they wheeled the container over to the bench area, and sat combing their dolls' hair. The broad range of art and craft activities helps children to develop their creativity making their own creations using re-cycling materials such as cardboard boxes. They sing familiar action rhymes with obvious enjoyment. Children skilfully negotiate their way around the computer and are encouraged to count and learn about shapes, so developing their early mathematical skills. They are also learning how to problem solve with puzzles and train tracks by turning the pieces round until they fit properly. Through talking about differences, acknowledging different festivals and having a good selection of resources that promote positive images of all people in society, the children are learning about diversity. They also take part in charity events, such as, Red Nose Day to gain an understanding of others and the wider world.

Children develop good knowledge of how to keep themselves healthy. Through everyday practices, children successfully show an understanding of good personal hygiene routines. They help themselves to tissues and dispose of them appropriately after use, so promoting their self care skills. Children's health is also promoted well at snack time, where they are encouraged to make healthy choices. They enjoy a wide range of freshly prepared chopped fruits, and are offered milk

or water keeping their bodies healthy and hydrated. Children are developing their physical skills, developing balance, control and coordination as they balance on beams and pedal the wheeled ride on toys. The children's behaviour is very good. They are respectful in their interactions with each other, as adults' role model appropriate behaviour. Staff are very skilled at helping the children to understand the importance of sharing, taking turns and respecting others. Children are very confident and have high levels of self-esteem because staff effectively praise and value their contributions. The children respond well to this and enthusiastically show staff their creative pictures with immense pride. The children have a good understanding of how to keep themselves and others safe. For example, they learn how to use equipment in safe ways; they learn about road safety and take part in regular evacuation practices.

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?	2
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	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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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