

Goodtimes Pre School

Inspection report for early years provision

Unique reference number EY428120
Inspection date 12/09/2011
Inspector Alison Weaver

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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

Good Times Pre-School opened at the current premises in 2011. It operates from a newly built Children's Centre in Seaford located in the grounds of Cradle Hill Community School. The setting has sole use of a large playroom with toilet facilities. They also have access to other rooms in the centre and in the school. The setting opens five days a week during school term times. Opening times are from 8.30am to 4.00pm. All children share access to a secure enclosed outdoor play area.

The provision is registered on the Early Years Register and on the compulsory part of the Childcare Register. A maximum of 26 children may attend at any one time. There are currently 47 children on roll in the early years age range. The setting is in receipt of funding for the provision of free early education for children aged three and four years. The setting also offers care to children aged over five years to under eight years. Children come from a wide catchment area. The setting currently supports children who speak English as an additional language.

The setting employs seven staff. Of these, six of the staff and the owner/manager, hold appropriate early years qualifications. One member of staff is working towards a recognised qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled, well occupied and make good progress in their learning and development. Overall, the premises and organisation of the setting are used well to support children's learning, develop their independence and promote their well-being. Skilled staff interaction helps children achieve well. Good, strong links with parents and other providers result in their involvement in helping individual children progress and in meeting their welfare needs. The owner and staff show they have the capacity to sustain continuous improvement in outcomes for children by the ongoing rigorous analysis of their practices and well-chosen plans for action.

What steps need to be taken to improve provision further?

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

- improve the area used for nappy changing to provide privacy for the child
- improve organisation of the snack time to ensure it meets children's needs and promotes their independence.

The effectiveness of leadership and management of the early years provision

The setting has robust safeguarding arrangements in place to help maintain children's safety and welfare. Staff demonstrate a clear understanding of how to identify possible signs of abuse and their awareness of the importance of reporting any concerns they have about a child. Thorough recruitment procedures are carried out to enable the owner to employ adults who are suitable to work with children. Comprehensive policies and procedures are in place to support staff in their role and to make parents aware of how the setting operates. Overall, the required documentation is in place and well maintained. This enables adults to safeguard children's welfare and keep the setting operating smoothly. Children are well supervised and staff give high priority to keeping them safe at all times. Due to the effective safety measures, children are able to see to their own personal needs as they independently access the safe toilet area. However, the area staff use for changing nappies does not allow for very much privacy for a child.

Children have access to a very wide range of resources that are used well to support their learning. The majority of the resources are easily accessible to children so they can independently choose what they want to play with. Staff make good use of the space they have available to the children by creating different play areas to help provide experiences that cover all areas of learning. In general, the overall organisation of the setting is effective and meets children's needs. However, the set snack times disrupt children's play and do not give them the opportunity to choose when they want to have their snack.

The setting has highly positive relationships with parents. They work very closely together to meet a child's individual needs and give them the support they require. Staff obtain relevant information about each child in order to respect and acknowledge their home backgrounds. All children are helped to learn about the society they live in and to value differences. Good systems are in place for identifying any child needing additional support. Staff work closely with parents and agencies to help every child achieve and be fully included.

Parents are kept well informed about their child's achievements. They are actively encouraged to share what they know about their child's abilities and to be involved in extending learning at home. Daily verbal feedback, contact diaries and regular formal parent meetings help maintain effective two-way sharing of relevant information that helps support a child's welfare and education. The setting also works very closely with other providers who share the delivery of the Early Years Foundation Stage to an individual child. They establish effective forms of communication that help promote children's achievements.

The owner shows a very strong commitment to continually improving outcomes for children. She is very keen and well motivated and actively seeks to promote this enthusiasm in her staff. She carries out regular staff supervision and appraisals to promote the professional development of her staff. Ongoing training is encouraged and provided to build on their knowledge and skills. The owner and her staff have a realistic view of their strengths and weaknesses. They take positive and well-

focused steps to improve the setting in areas they identify as needing further development in order to benefit children. They are currently evaluating and reviewing the use of the new premises and this is enabling them to effectively assess whether children are gaining from the experiences provided for them.

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

Children settle quickly and easily in the caring and friendly environment. They gather together to greet staff before settling down at activities of their choice. They show a strong sense of security as they move around freely and independently accessing a varied range of suitably challenging activities. They concentrate well and have fun playing together with their friends at construction activities, puzzles and games. They also like to do things on their own and can be seen quietly enjoying looking at the books. Staff are very skilled at interacting with the children as they play to promote their learning. They regularly observe the children and effectively assess their progress towards the early learning goals. Overall, staff make good use of the information gained to plan further activities that are tailored to meet children's individual needs and help them develop further. This results in every child achieving and making good progress in relation to their starting points.

Children become well equipped in the skills they need to help them in their future learning. They regularly access and use different forms of technology, particularly when they go to the school computer suite and use the sensory room. Children develop an ability to solve problems as they use the construction materials and fix the train track together. They show a good knowledge of shape as they make pictures with the magnetic shapes. Children join triangles together to make a diamond, confidently and correctly naming the shapes. They develop into very clear, confident speakers, readily sharing their experiences and thoughts with peers and adults as they play. Staff use good questioning to promote their language skills and encourage those children with English as an additional language. Everyday activities are used well by adults to promote counting and sharing. Children behave well and respond positively to adults. They form strong relationships with peers and develop a good awareness of responsibility as they take on different jobs such as caring for the new children in the setting. Children take part in varied activities that help them develop a positive attitude towards diversity.

Children develop a good understanding of how to stay safe and how to use equipment safely. They practise road safety in the outdoor area and have visitors to the setting who help them develop their knowledge of safety issues. Their health is promoted effectively as they play outside in the fresh air and engage in various forms of physical exercise. Children adopt good everyday hygiene routines and demonstrate a good understanding of why these practices are important. They have easy access to drinking water and enjoy healthy snacks. Children show a good awareness of healthy eating as they chat together with adults about different foods that help them grow. For example, they talk about how milk helps make

them strong.

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