

# The Good Start School

Inspection report for early years provision

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EY429233

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23/11/2011

**Inspector**

Daphne Prescott

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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**

The Good Start School is privately owned. It was established in the early 1980s and has been registered under its current owners since 2011. It operates from the former village school in Poyings, near Henfield, West Sussex. Children have access to a large hall and there is an enclosed area for outside play.

The setting is registered on the Early Years Register. A maximum of 26 children from two years to the end of the early years age group may attend at any one time. There are currently 33 children on roll who attend different times of the week. It opens from 8.45am to 3.30pm, Monday to Thursday and 8.45am to 12.30pm on a Friday, term time only. 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. There is a staff team of six, including the manager, of these three staff hold appropriate early years qualifications, with one working towards a qualification. The setting takes part in Quality in Learning and Teaching, a quality assurance scheme.

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

Overall the quality of the provision is good.

Children are settled and thoroughly enjoy their time in this well organised setting. The management and staff have a good understanding of the requirements of the Early Years Foundation Stage. This means that overall children make good progress in all areas of learning and development. The setting offers an inclusive service and it works successfully with parents and others. The management team and staff are fully committed to the continuous development of the setting to further improve outcomes for children.

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

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

- support children's growing independence, to allow them to easily access drinking water and to serve their own food at lunch time.

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

The management and staff work very well together as a motivated and cohesive

team. They share a commitment to offering the best possible care to the children. Staff's awareness of safeguarding issues contributes towards the safety and well-being of the children. They have a good understanding of the safeguarding policy and know the action to take should they have concerns about a child in their care. Risk assessments of the premises and outdoor area are conducted and reviewed appropriately in order to identify and minimise all potential hazards. Children have good opportunities to learn how to help keep themselves and their friends safe. They know how to use tools, such as scissors safely and why it is important to play within the boundaries in the garden. Children also participate in emergency evacuation of the premises further supporting their understanding of staying and feeling safe. All the records and documents required for the safe and efficient management of the setting are maintained and contain all the necessary details.

The well spaced layout allows children to play together, alongside others or independently according to their individual preferences and stages of development. The successful deployment of staff around the setting also promotes children's safety and their learning and development is supported well. The children demonstrate a strong sense of belonging and are gaining independence as they make choices from a good variety of toys and resources available in low level units. In addition, children are shown photographs so they can choose resources stored in the cupboards. The setting successfully provides an inclusive service for the children. Activities are adapted to make sure they are all included and receive positive experiences.

Partnership with parents is good. The setting works effectively with the parents. Good information is sought from all parents prior to admission, helping staff to recognise the uniqueness of each child and to meet their individual needs appropriately. Parents also receive detailed information about their child's progress and are able to contribute to their children's education. On the day of the inspection, several parents commented that they are extremely happy with the service provided. They speak highly of the quality of care their children receive and of the approachability of the staff. Parents are also pleased with the amount of information they receive about their child's developmental progress. Regular newsletters also keep parents up to date with forthcoming events and other relevant information. The setting demonstrates the importance of developing links with others involved in the children's care and education. There is a strong relationship with the local school, that many children will attend, and transitional arrangements are well organised.

The management team communicates their ambitions and ideas for development to their staff team through regular meetings and discussions. Together they reflect on their practice and make appropriate changes to benefit the children. For example, since registration, changes have been made to how children access their toys in order to create an environment conducive to children's learning. The setting demonstrates an enthusiasm for their work. They are very keen to make changes that drive improvement and improve the outcomes for all children. Staff are also supported and encouraged to build upon their professional knowledge by attending regular training and apply their skills and knowledge to their work with the children.

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

Children are happy, engaging well in their play and making good progress in relation to their starting points. Observations made by staff are assessed to determine each child's level of attainment in the six areas of learning. The next step in each child's individual learning journey is identified and incorporated into the planning, following children's interests. Following training they introduced a new system for tracking children's progress to meet the needs of all children and take steps to narrow the gaps in their achievements.

Children become active learners, as they are curious and keen to engage in activities. Their skills in communication, language and literacy are supported effectively. Staff interactions with the children are positive as they allow the children time to respond in conversations and they encourage children to think for themselves as open-ended questions encourage this. They are developing their early writing skills as they have good access to a range of writing resources. Children enjoy listening to stories as they keenly join in and predict what might happen next. They respond to the story about stickman and continue their enthusiasm as they go outside to collect sticks to make a family of stick people. Children have fun increasing their problem solving and numeracy skills, as they count, match and sequence small magnetic rods. They are also developing their understanding in problem solving as children build with different construction materials looking at pictures to build a police station and motor bikes. A laptop is readily available and used well to help children develop skills for the future in Information and Communication Technology. Children thoroughly enjoy using their imaginative skills whilst dressing up and acting out the roles of being princes and princesses. Children's understanding of diversity and difference is enhanced as they celebrate festivals and special events. This ensures that children learn to value aspects of their own lives and the diverse society in which they live.

Children are effectively helped to understand about the benefits of a healthy lifestyle. They learn the importance of maintaining good health as they routinely wash their hands at appropriate times, such as after playing outside and before eating. Older ones talk about germs and washing dirt away. The setting provides healthy, home cooked meals and snacks that take account of children's individual dietary needs. Fresh fruit and vegetables are routinely included on the menu. Children are aware that eating a variety of fruit and vegetables will help to keep their bodies healthy. Drinking water is also readily available as part of their healthy diet at snack and lunch times. However, drinking water is not always easily accessible through-out the day so that children can help themselves. Furthermore, at lunch time older children do not have opportunities to serve their own food, which means that children's growing independence and confidence is not always fostered. Snack time is well organised as children thoroughly enjoy when to have their snack so their play is not disrupted. They develop good social skills during

relaxed snack and lunch times as they sit hold lively conversations with staff. The garden is an exciting area for children to play in. It has suitable apparatus to provide physical challenges for all the children, and plenty of space for them to run around and enjoy the fresh air. Children's behaviour is good. This is because they are encouraged to be kind to each other and they are busy learning through play. They contentedly play by themselves and with a group of friends where they learn to negotiate and take turns. All children benefit from the positive interaction given by the whole staff team as they act as good role models. The management and staff team provide a stimulating learning environment for all children to play and explore. Consequently, the outcomes for all children and their experiences are very positive.

## 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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