

# Fish and Bricks PreSchool

Inspection report for early years provision

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EY430996

**Inspection date**

04/01/2012

**Inspector**

Christine Clint

**Setting address**

Gateway Baptist Church, Station Road, Burgess Hill, West  
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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**

Fish and Bricks PreSchool was registered in 1993 and has recently re-registered as an independent charity. The pre-school operates from a series of rooms in the Gateway Baptist Church in Burgess Hill, West Sussex. Children have independent use of adjoining rooms, including toilet and hand washing facilities and a secure, outside, play area. The pre-school opens five days a week during term times, from 8.15am until 1.15pm. Children attend from a wide catchment area and the setting is close to other local amenities.

The pre-school is registered on the Early Years Register for a maximum of 36 children over the age of two years. Currently 48 children are on roll in the early years age group. The provision provides funded educational places for three- and four-year-old children. Staff support children with special educational needs and/or disabilities and those who speak English as an additional language. The pre-school employs 11 staff members, including the manager. Of these, nine staff hold qualifications in child care and education and they continue to attend training updates.

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

Overall the quality of the provision is outstanding.

The pre-school provides excellent opportunities for child-initiated learning and strongly focuses on the outcomes for children. All activities are supported by highly effective systems of staff deployment. There is exceptional continuity of staff, who have a dedicated knowledge and understanding about children's individual development. The accomplished and well-organised leadership includes an extremely strong capacity for sustained improvement. There are high levels of motivation and exemplary team work and detailed and thorough systems of evaluation are completed for most regular routines. The very well-established partnership with parents and carers supports and enriches children's learning and progress.

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

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

- enhancing the record of evaluation to include how evaluation of practice supports children's wider learning

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

The pre-school has fully developed procedures for safeguarding children and these are most effectively implemented. Staff attend training and share updated knowledge and awareness of safeguarding strategies; this significantly enhances the reviewing of all procedures. Clear, detailed records of risk assessment show how safety is highly prioritised in all areas and especially to meet the individual needs of children attending. Staff monitor children very well and continually use clear explanation to help ensure that children learn to understand hazards. For example, children are extremely careful when building with the large, wooden blocks. Consequently, children have excellent opportunities to challenge themselves, freely explore their environment and increase their independence. There are detailed records available to show that staff clearance is robust; appraisal systems are annually completed for all staff and the induction process is thorough. All regulatory requirements for documentation to maintain children's welfare are fully met. Fire drills are regularly completed, although details are not fully evaluated to support children's wider learning.

The supervisor inspires team work and is exceptionally successful in continually raising the quality of the provision. The high level of staff continuity and ongoing training opportunities drives improvements across all areas of the provision. The staff, children and parents all contribute to the fully reflective self-evaluation, through discussion and detailed questionnaires. Children's opinions are also purposefully sought and extensively used to influence the planned activities and curriculum.

Highly positive outcomes for children are clearly attributed to the excellent organisation of the pre-school and the significantly well-planned use of resources. These are always provided in the same zoned areas to increase children's confidence and enable them to make choices. Children flourish as they grow independently and develop their own ideas. Key staff support and successfully close identified gaps in children's achievements and the comprehensive records of learning provide clear evidence of this. The pre-school uses a wide range of resources and ideas to encourage children to recognise and understand differences positively. Staff show knowledge, enthusiasm and interest in supporting a wide range of individual children's different needs.

The nursery has established very strong relationships with parents and carers. Parents eagerly explain that the warmth and nurturing attitude of staff clearly influences their choice in selecting the setting. Parents and carers are very well informed about all policies and procedures; they are involved in all aspects of their children's learning and well-being. They provide initial assessments of children's abilities and these are reviewed every term to link with the next planned steps in children's progress. Parents have strong links with key workers; they fully appreciate the close community support and the opportunities for all members of the family to become involved. For example, special days for male, family members are well attended annually. Parents' and children's views and preferences

are substantially used to develop and enhance the provision. The provider proactively seeks wider partnerships within the community and with professionals who strongly support individual children. There are very close links with the church and parents are fully informed of the Christian ethos of the pre-school. Staff are proactive in making links with childminders and other settings to share and liaise for children's benefit, especially when children transfer to school. Support from the local, early years network and separate, quality assurance systems have substantially increased the quality of the setting.

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

Children are very happy at the pre-school. They show an adaptable and positive attitude to following the daily routines, which reassure and provide security for children as they develop. Children talk about feelings and recognise the different expressions displayed on a poster. They learn to use sign language to depict these feelings. They eagerly respond with ideas about how they can help the new, younger children to settle by sharing their toys. Younger children begin the session with a separate, quieter introduction to the morning. They initially have higher ratios of staff and immediate use of heuristic play materials to absorb their interest and create conversations. Younger children are very quickly settled and show enthusiasm to join the full, free play session.

Children are exceedingly independent and make continual decisions throughout their play; they show increasing confidence and trust in the staff and this enhances their feelings of safety. They learn the pre-school rules and respond to staff when they are reminded that running indoors is not safe. The high level of staff involvement in play and the nurturing environment fully benefits children's belonging. Children move freely between the different areas of activity; they learn where to find the resources they need, handling items and using tools effectively. They understand how to use the computer and they work together to fit puzzles. Children recognise shapes and name colours; they show increasing concentration and satisfaction when they manage to join puzzle pieces together. Younger children learn how to take the lid off the glue stick, with explanation from staff, they show strong determination. They spread glue and join items, creating shapes and using glitter. Older children are able to describe their pictures, using words to convey how the materials feel and how the glitter shimmers. They talk about snow and remember how it feels and what it looks like.

Children relish the outdoor, play opportunities; they fill containers and experiment when pouring water. They dig in the soft sand and watch this trickle through containers. Children say that they are camping and dig holes in the mud to make a pretend fire, stirring the soup and explaining that it is not ready yet. Children are energetic and manoeuvre themselves with high levels of capability. They use wide areas of the floor for cars and trains that they pretend to drive and steer. They create imaginary, role-play games in the home corner, excitedly talking on the

'telephone' and using the play cooker for preparing meals. Children spontaneously wear the dressing-up clothes for extended periods. They set up a pretend picnic in the corner and talk about the food they like. Children have very high levels of understanding about hygiene and cleanliness. They use the toilets independently and all wash hands before snack and lunch time. They take turns to wipe the table cloth to ensure cleanliness. Children show enthusiasm for helping, taking turns to fetch cups, counting how many they need and remembering this number. They carry jugs of milk and water, also plates of prepared fruit. They competently pour each other's drinks. These regular opportunities enable children to capably manage and the frequent praise from staff reassures and raises their self-esteem. Children are animated at snack time and staff expertly include individuals in conversation, helping them to feel valued. The very wide experiences that the pre-school provides clearly enable children to fully develop their skills for the future.

## 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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