

# Offington Park Pre-School

Inspection report for early years provision

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**Unique reference number** 113620  
**Inspection date** 26/01/2012  
**Inspector** Jenny Kane

**Setting address** South Farm Road, Worthing, West Sussex, BN14 7TN

**Telephone number** 01903 213054 or 211585

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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*.

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

Offington Park Pre-School has been registered since in 1989. It is managed by a committee of parents. The group operates from a single story building within the Methodist church centre in the Broadwater area of Worthing. Children have access to a secure, enclosed, outdoor, play area. The pre-school is open Monday to Friday from 9.30am to 2.30pm during term time. There is also a play scheme which runs in some school holidays.

The pre-school is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children from two years to under eight years may attend the pre-school at any one time. There are currently 51 children aged from two to five years on roll, some in part-time places. The group provides funded early education for three- and four-year olds. The pre-school supports children with special educational needs and/or disabilities.

The pre-school employs nine members of staff. Of these, six hold appropriate early years qualifications and two are working towards a qualification. They receive support from the local authority's early years advisor and are members of the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled, and confident and enjoy close relationships with staff who well understand and meet their individual needs. The excellent use of the resources and the staff's attention to promoting children's welfare and safeguarding issues are main strengths of the pre-school. Consequently, children are making good progress in their learning and development. Outstanding partnerships with other professionals and providers ensure support for all children and helps children's transitions. Overall, the good relationships with parents and carers ensure staff understand their backgrounds and help them to provide an inclusive service. Staff work well as team, share aims and are using self-evaluation effectively to identify areas for further improvement and maintain continuous development.

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

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

- extend systems for sharing information with parents regarding children's progress and achievements.

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

The committee confidently delegates day-to-day running to the manager and provides good support. Staff are qualified and experienced, benefitting from weekly staff meetings, thorough induction and regular appraisals. Recruitment, induction and vetting systems are robust and all adults coming into contact with children are suitable to do so. All staff have attended child protection training and hold current, first aid certificates. Staff have an excellent commitment to children's safety and welfare. All know the procedures for raising a concern and are very clear about their roles, which helps safeguard all children. Comprehensive, daily risk assessment is carried out to make sure all areas and equipment used by children are safe and hazard free. One trained member of staff takes the lead for health and safety, for updating the risk assessment records.

Toys and equipment are of high quality, many promoting diversity and positive images. Resources are very well displayed to encourage self-selection. Despite having to clear away much equipment daily, staff work hard to make the environment conducive to children's learning. The areas are bright, welcoming and stimulating. Consequently, children happily move about choosing what they do and who they play with in or out of doors. Use of the garden in all weathers benefits children and effectively increases their awareness of fresh air and exercise. Staff are working extremely well to make the environment fully sustainable.

Equality and diversity are high on staff agenda, as they demonstrate a keen commitment to inclusion. Staff are highly proactive in working in partnership with others. They have approached all local feeder schools and set up visits to help children feel confident about moving into school. Where a child is identified as needing additional support, staff work very quickly with other professionals to obtain this, helping children to reach their full potential. Staff clearly demonstrate their dedication to supporting children's individual needs.

Relationships with parents are positive and well established. New parents share information with their child's key person and staff use this effectively to establish children's starting points. Contact books to share written information on a daily basis are well used for children with additional needs or if a parent requests this. Parents are well involved in supporting their children's learning and development through good verbal communication and half-yearly consultations. Staff are keen to seek parental opinion and views. A recent questionnaire and verbal feedback confirm that parents are very happy with the service. They particularly comment on staff's supportiveness, flexibility and approachability. They say their children are happy and have flourished since starting at pre-school. Written information for parents is clear, informative and regularly reviewed. Policies and procedures are readily available and well shared with parents.

The staff team members work well together. They are keen to attend training and have clear commitment to their self-development. The manager has high ideals and motivates her staff very well. As a team, they are beginning to use self-

evaluation well to look at any weaknesses and areas for improvement. Since the last inspection, all previous recommendations have been addressed. Staff are ambitious and share ideas for change. They have been proactive in making several positive changes, which have raised outcomes for children and demonstrate their good capacity for continuous improvement.

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

Staff demonstrate a good understanding of how to implement the Early Years Foundation Stage framework. They have a clear knowledge of each child's capabilities and development. Together, they plan a balance of activities, which are challenging and based upon their observations and assessments. These observational notes help staff to identify children's next steps in learning. The development folders are shared periodically with parents, although some have yet to see these. Many parents are keen to provide written information and contribute to termly, progress summaries. Staff provide an environment which encourages children to make good progress in all learning areas and to effectively develop their skills for the future.

Children have good relationships with staff, know the routines well and demonstrate good social skills. During play, they interact well and approach staff confidently, asking for help when needed. Staff speak to children in calm voices; they deal with any unwanted incidents sensitively and use good explanations. They encourage children to make decisions and to be included in planning activities. As a result, children's behaviour is good.

Children communicate clearly and explain their ideas well. They hold conversations with staff, who use good questioning skills and listen well to their responses. There are good supplies of books and the reading area is comfortable and well used. Many of the resource boxes and play areas are labelled, helping children's recognition of written words. Children enjoy singing and stories in small and large groups. For example, they become engrossed in an interactive story about 'Goldilocks and the three bears'. Staff use puppets and other 'props' to act out the story and children join in with familiar parts. Children enjoy dressing up and role playing in a 'shop' with tills, money and baskets. They share well and use their imaginations to act out varied scenarios.

Children access a very good variety of resources to support their early numeracy. They have great fun pretending to make cakes from dough. One child puts four sticks into the dough saying that these are candles and that it is a birthday cake. Children start to talk about their ages and count out the sticks. In the garden, children enjoy using magnifying glasses to look at the plants and compare sizes and shapes. Children effectively learn to use technology and programmable toys. They confidently use digital cameras and thoroughly enjoy looking at images on the photographic screen, talking about their pictures and who is in them.

Children well extend their physical skills in regular activities, which contribute to keeping them healthy. They choose to play outside daily and enjoy walks in the local community. On these trips, children learn about walking together and safely crossing roads. They also learn about their own safety during play and take part in regular fire drills. When riding bikes in the garden through puddles, children work out that it is safer to all ride in the same direction. Children demonstrate good personal hygiene skills. Before visiting the snack bar, they wash their hands before choosing their food and sitting with their friends. They enjoy a healthy snack of fruit and bread sticks and confidently pour their own drinks. They develop a good understanding about where food comes from through discussion and growing vegetables in the garden.

## 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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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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## **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