

Coral Pre-school

Orchard Road, Hove, East Sussex, BN3 7BG

Inspection date	21/01/2013
Previous inspection date	26/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children spend the majority of their time in child-initiated play which builds their independence and confidence in their skills.
- The staff team are all well qualified for their role and have considerable skills in promoting children's communication.
- The manager has a strong system for supporting staff in developing their practice.
- Children are well-behaved, helpful and considerate.

It is not yet outstanding because

- The manager does not seek feedback from the children's schools to monitor how well prepared the children are to move on seamlessly.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children at play both indoors and out.
- The inspector spoke to staff about their work with the children.
- The inspector met with the manager to review documents and records.

Inspector

Susan McCourt

Full Report

Information about the setting

Coral Pre-School was registered in 2008. It is owned by Coral Stadia Limited and operates from rooms within the Corals Health and Fitness Centre in Hove. The setting is accessed through the fitness centre which includes two sets of stairs. There is one large playroom with a separate area for younger children. The setting also has use of another room in the building and an outdoor area. The setting opens from 8.30am to 6pm Monday to Friday. It closes for a week at Christmas. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 45 children on roll, all of whom are in the early years age range. The setting supports children with English as an additional language and offers free early education for children aged three and four years. There is a staff team of seven and all are qualified to level 3 in

childcare.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve further the process for monitoring the success of children's transition to school by gathering feedback from the schools.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of how to support children's learning and development in the Early Years Foundation Stage. They provide a wide range of activities that cover the whole curriculum and foster a strong sense of independence in the children. As a result children spend the majority of their time in child-initiated activities. Staff enrich children's play by adding shells and glitter to sand and by making tented dens in the home corner. Children relish exploring and adding their own ideas. For example, children say they are making cakes in the sand, and the member of staff follows this thought with the children leading to a lengthy discussion about different cakes and favourite flavours. Younger children are given lots of time and opportunity to paint in open-ended creative activities. They have a variety of paint, different textured surfaces and brushes and are then able to do what they want with the materials. This gives them safe play with no restriction, fostering their curiosity and exploratory nature. Staff are skilled at talking with children and supporting their communication. They ask open questions to prompt children's thinking, and listen carefully to children's ideas and descriptions of what they have done. In this way, children feel valued and enjoy chatting about snowmen, what they wear in cold weather and what they like to play. Staff are also skilled in engaging children in adult-led activities. Group times are interesting and include a variety of ideas to hold children's interest, such as singing, puppets and group chats. Children are confident to share their thoughts with their friends and also listen well. Staff make detailed observations of children's achievements and plan activities to move them on to the next stage. Staff are also skilled at exploiting child-initiated activities in order to bring out relevant learning for each child. In this way, children learn as they play and feel successful when tackling new challenges. Parents contribute to the learning journals by establishing children's starting points and sharing in their child's progress. Parents meet with staff to share what children are achieving, which supports consistency of care.

The contribution of the early years provision to the well-being of children

All children have a key person who knows them well and organises to meet their care and learning needs. Key people also have a buddy on the staff team, so that whenever a child attends, they have someone who knows them well. Staff are skilled at supporting children to separate confidently from their parents and provide reassurance should a child become upset. This means that children are well-settled and feel secure as they play. Staff know the sleep and care routines of younger children in detail. As a result, children sleep easily and staff monitor them closely. Staff have created a good learning environment where children can easily reach a wide variety of toys and play equipment. Although they do not have direct access to the outdoor area, children can go and play at any time as staff respond quickly to their requests. This helps children to enjoy outdoor play as a normal part of the day. Children's physical development is well-fostered. Children enjoy skipping, walking and running outside. They enjoy testing their strength by seeing how high they can lift their bucket of sand, and can describe how the snow made them cold, and a warm drink warmed them up again. This demonstrates children's growing awareness of their bodies. Children enjoy a healthy diet with regular balanced meals and snacks. Children help to pour their own drinks and prepare for mealtimes, which gives them independence. Children manage their personal hygiene appropriately. Photographs of the actual bathroom sinks help children to understand how to work the taps and follow a good hand-washing routine. This helps to minimise cross-infection. Children are very well-behaved. They know how to play cooperatively and initiate turn-taking with their friends. Children show empathy and support for anyone who is upset and can talk about how they feel. Children know the routine and spontaneously help to tidy up the play areas, even working together to carry the larger boxes of construction toys. This gives them a strong sense of responsibility and confidence in their own abilities. Overall, children have good opportunities to acquire the skills that will support them in the transition to school as they can take care of their personal needs and be confident in their abilities.

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

Staff have a strong understanding of how to safeguard children. The owner follows robust recruitment policies and checks that all staff are suitable for their role. Staff know the policies and procedures well, and would take appropriate action if they had concerns about the welfare of a child. The entrance to the nursery is secure and only staff can let visitors in. Other aspects of security, such as moving to the outdoor area, are thoroughly risk assessed and staff show great concern for children's safety. Children take part in regular fire drills so they are aware of what to do in an emergency. The manager and staff keep documentation and records in good order which meets the requirements and underpins children's well-being. The manager works alongside staff in all aspects of the work and as a consequence knows the staff team very well. She carries out annual appraisals and offers supportive supervision to foster staff development. As a result, she has a well-qualified team who are skilled at fostering children's learning and development. The manager has a strong understanding of how to meet the learning and development requirements. She regularly reviews the learning environment, and processes for planning

and observation, with staff in order to make enhancements. She assesses the impact on the children as a measure of their success. For example, children now stay longer in the cosy book area after they moved it away from the construction area. The manager also works closely with the local authority to identify areas for improvement, and she has a good knowledge of the setting's strengths. Staff build good partnerships with parents. Parents are confident that their children are secure and enjoy the activities on offer. They value the information staff provide about their child's achievements and say that they can see the progress their children are making. Parents are beginning to use the questionnaires and other feedback formats to give their views and ideas, which are highly valued by the manager and staff. The manager has built good links with other professionals to support children in the setting. This is particularly the case where children have English as an additional language or have some additional needs. The manager and staff work closely with receiving schools to help children make a smooth transition. However the manager does not ask for feedback from the schools, and this impacts on her ability to review and improve their methods in this process.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within

	12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	130678
Local authority	Brighton & Hove
Inspection number	813738
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	41
Number of children on roll	44
Name of provider	Coral Stadia Ltd
Date of previous inspection	26/01/2009
Telephone number	01273 731 262

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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