

Fernhurst Pre-School

Haslemere Road, Fernhurst, HASLEMERE, Surrey, GU27 3EA

Inspection date

12/03/2013

Previous inspection date

14/10/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 persist with activities and are very motivated in their play, due to the caring and positive involvement of staff, including the manager, who provides a good role model as she works as part of the team.
- Children are provided with an environment which promotes their interest and ability to give meaning to marks and write words, including their name.
- Staff promote children's enthusiasm for being active and playing outdoors.
- The provision develops good partnership with the school, parents and other agencies to meet children's individual needs.
- The chair of the committee and manager influence and improve the quality of the provision, due to the positive way they consult with staff and parents to implement new initiatives.

It is not yet outstanding because

- Staff do not provide a wide range of accessible resources that reflect positive images, to extend the opportunities for children to challenge negative attitudes and stereotypes.
- Parent's involvement in children's learning in the provision is not strengthened through regular opportunities for them to discuss the next steps for children's learning.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector completed a joint observation with the manager of the provision in the main play area.
- The inspector held meetings with the manager of the provision and the chair of the committee, checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Catherine Greenwood

Full Report

Information about the setting

Fernhurst Pre-School opened in 1968 and re-registered at its current location in 2010. It is run by a parent committee and operates from within a designated classroom in the grounds of Fernhurst primary school, in Haslemere, Surrey. There is an area available for outside play. The provision supports children with special educational needs and/or disabilities. It is in receipt of funding for the provision of free early education to children aged two, three and four. The provision is registered on the Early Years Register. It is open Monday to Friday from 9:15am until 11:45am and 12:45pm until 3.15pm during term-time. This is extended over lunchtime on a Tuesday. There are 52 children on roll. There are eight members of staff who work with the children, six hold relevant early years qualifications and two are working towards early year's qualifications. The provision receives support from the local authority.

What the setting needs to do to improve further

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

- increase the range of accessible resources that reflect positive images of diversity, to extend the opportunities for children to challenge negative attitudes and stereotypes
- increase the on-going information shared with parents about the next steps for children's development to help promote their involvement in children's learning.

Inspection judgements

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

Children persist with activities and are very motivated in their play. This is due to the caring and positive involvement of staff and their ability to ask open questions that sustain children's interest. The manager influences this good practice, as she provides staff with a good example of how to interact and communicate with children. All staff have a good knowledge of children's individual needs and work well as a team to promote children's learning and development and help them make good progress. This is because they regularly talk about their observations of children's achievements, and identify and close any gaps in learning. This shared knowledge means staff provide a consistent approach to promoting children's learning and development. Consequently, children make good progress and develop skills that prepare them for school and future life. All staff contribute ideas to planning activities that inspire children during their play and make learning fun

and exciting. For example, children take part in local pancake races, visit soft play facilities, dress up for World Book Day and use the school hall for sports activities. Children are keen to take part in everything on offer, as they join in weekly French sessions and make good use of the newly expanded outdoor play area. Children energetically run around the outside play area, as they chase each other and successfully negotiate space and avoid obstacles. Staff provide opportunities for children to play and learn inside and outside as they choose, which promotes children's enthusiasm for being active and playing outdoors. Children with disabilities make very good progress as they develop independent mobility. Staff make sure there is plenty of space for children to move around and provide help where needed. Consequently, children show determination as they gain control of their movements. They particularly enjoy using the garden and use their initiative to find equipment.

Children concentrate and persist at activities. They develop their own ideas, for example, as they frequently decide to draw, write and paint. Children are proud of their achievements and often put their creations in the 'going home box'. Many children can write their name with most letters correctly formed. Their awareness of print is promoted, as they see lots of labels and words displayed around the play area. Staff promote children's enthusiasm for books as they read stories in an animated way and make them available to children, both indoors and outdoors. Children learn about letters and sounds as they use computers, an interactive white board and talk about the 'letter of the week'. Staff plan activities that inspire children's imagination. For example, they arrange for people to bring kittens to visit the provision. Consequently, children often choose to play imaginatively together, as they dress up and pretend to be cats. Children explore and use a good range of media and materials. Their individual needs are well met, because staff establish good communication with parents. This includes sharing information about children's developmental starting points when they first start at the provision. Parents are actively involved in nursery events, have opportunities to talk with staff each day and attend termly progress meetings. Children's learning journeys are available for them to see at any time. However, staff do not regularly share next steps for children's development with parents. This reduces the opportunities for parents to engage in children's learning in the provision.

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

Children are well behaved and co-operative and form good friendships. They help staff to tidy up and respond quickly when asked to move so everyone can see during group story times. Children are confident and independent and often put their own ideas into practice. This is due to the positive and receptive approach of staff, who ensure children have the time and freedom to become deeply involved in activities. Consequently, children maintain their focus on things that interest them, particularly as they use the resources for mark making, writing and painting. Children's good health is promoted through lots of opportunity for them to play outdoors. They move freely between the inside and outside play areas, as staff work as a team to ensure all areas are well supervised. Children are provided with attractive and well-resourced indoor and outdoor play areas that promote their learning and enthusiasm for being active.

Children's individual needs are well met, including children with disabilities, who are fully included in all activities and events. They learn about other cultures and beliefs, as they take part in activities that celebrate events and traditions. For example, they make dragons and snakes for Chinese New Year. They look at photographs, make mud huts with clay and talk about how people live in different countries and in different types of homes. Consequently, they are beginning to develop an awareness of difference. However, there are few accessible resources that reflect positive images, which reduces the opportunities for children to challenge negative attitudes and stereotypes. Children are well prepared for the next stage in their learning, because staff give careful consideration to preparing them for transitions. For example, the provision initiates meetings with outside agencies, such as physiotherapists and the school, to assess and meet their individual needs. Staff welcome teachers from local schools, who visit to observe children during their play. Children eat their packed lunch in the school where the provision is based, which helps them become familiar with the school environment.

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

There are clear vetting procedures in place to identify that all staff working with children are suitable to do so, including Criminal Record Bureau checks. The manager works closely with staff to establish safe practices and a culture of safety that is understood and adhered to. For example, staff attend safeguarding training, and discuss child protection procedures, which means they know what action to take if they are concerned about a child. Staff make use of daily checks lists and risk assessments to keep children safe in the premises and on outings. They supervise children well, to ensure they remain secure within the premises. For example, they are very observant during times that children arrive and depart, due to the small entrance area. Children's individual needs are met, including times when staff's own children and other family members are present.

Staff receive annual appraisals that are used to identify their continuing suitability and meet their training needs. There are effective systems in place for monitoring and revising activities to ensure that they have sufficient depth, breadth and challenge, and reflect the needs, aptitudes and interest of children. The manager works alongside staff and ensures they use their observations to identify that activities are helping children reach expected levels of development. Children with disabilities make very good developmental progress. This is because staff work closely with parents and other agencies, to and identify and implement targets for their development.

Staff use a local authority quality improvement programme to discuss and identify where the provision can improve. The manager attends regular management meetings with the committee, to share and discuss future aims. For example, the provision is currently planning to review and adapt the way they complete observations and assessments to reduce paperwork. The chair of the committee has influenced the quality of the provision by working closely with the manager and staff to implement new ideas. For example, since the last inspection, the garden has been significantly extended and parents now receive

more information about children's activities. Management and staff have introduced 'proud clouds', which enhance the opportunities for parents to contribute their observations of children's progress at home. Parent's views are sought through the use of questionnaires, which show they are happy with the provision.

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 action. 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	EY409027
Local authority	West Sussex
Inspection number	906026
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	52
Name of provider	Fernhurst Pre-School
Date of previous inspection	14/10/2010
Telephone number	01428653376

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

