

Goring Methodist Pre-School

Goring Methodist Church, Bury Drive, Goring-by-Sea, WORTHING, West Sussex, BN12 4XB

Inspection date	14/03/2013
Previous inspection date	08/11/2010

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		1
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

- The well-established key person system means that staff know the children extremely well and plan for their needs very effectively.
- The relaxed and calm atmosphere at the pre-school, where adults and children enjoy each other's company, enables children to feel highly confident and secure.
- Staff are motivated and enthusiastic and offer children interesting and stimulating experiences. Therefore, children are eager to learn.
- The excellent relationships that staff have with parents and carers mean that, together, they supports children's well-being extremely well.

It is not yet outstanding because

- Staff sometimes miss opportunities to plan and provide focused literacy activities. Therefore, at times, children do not practise their emerging reading and writing skills.

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 all areas of the pre-school.
The inspector reviewed a range of documentation including children's learning journeys, planning documentation, a selection of policies and staff suitability records.
- The inspector spoke to two parents and took account of their views.
- The inspector carried out a joint observation of practice with the pre-school supervisor.
- The inspector met with the pre-school supervisor and spoke to three other staff members to discuss their roles and responsibilities.

Inspector

Rebecca Swindells

Full Report

Information about the setting

Goring Methodist Pre-school opened in 1972 and re-registered under the current management in 2010. It is run by Goring Methodist Church and operates from two halls and a large room in the church grounds. Children have access to an enclosed outdoor play area. The pre-school is situated in Goring-by-Sea, Worthing, West Sussex. It opens each weekday during term time; Mondays and Thursdays from 9am to 2pm and 9am to 12pm for the remainder of the week. The pre-school provides a maximum of 30 places for children at any one time. There are currently 31 children aged from two years to under five years on roll. The setting is in receipt of funding for the provision of free early education to children aged three and four years of age. The pre-school supports children with special educational needs and/or disabilities and who speak English as an additional language. The pre-school is registered on the Early Years Register and receives support from the local authority. There are nine members of staff, six hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- strengthen opportunities for children to practise and develop their emerging reading and writing skills.

Inspection judgements

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

The pre-school is very well equipped and has a good range of resources for children to explore and enjoy. Staff encourage children to make choices about what, where and how they play, which enables them to be confident and make good progress in their learning. For example, when children ask for a train set to play with instead of dinosaurs, staff quickly respond and change the activity while the children have their mid-morning snack. This means staff extend children's interests effectively to help them learn. Children show a sense of ownership of their pre-school making suggestions about how they would like the play areas arranged. For example, they make the construction area into a model of a popular theme park following a child's idea. Staff are knowledgeable and consistently support children's play effectively. As a result, children learn well as they play alongside them. Staff clearly enjoy being with the children and delight in being able to facilitate their ideas. A recent pirate role play game lasted several days following ongoing input of ideas from both children and staff.

Children's physical skills are encouraged with opportunities for energetic play both indoors and outdoors in all weathers. The children move in different ways and throw, catch and balance using hoops, balls, bats and bikes. They enjoy a series of 'egg and spoon' races in an indoor hall and staff use questions effectively to support children's learning. For example, they ask children who are counting the number of children in a race how many there would be if one went away, or if another child joined in. As a result, staff promote children's physical skills and mathematical development well.

The majority of activities at the pre-school are child led. This means that although children demonstrate great confidence and enjoyment they do not always choose to access activities that will support their skills for the future. For example, activities for supporting their emerging literacy skills are not regularly planned, which means that children do not always get to maximise these skills in readiness for school. However, they do have opportunities to enjoy stories and books in an attractive, stimulating book corner. Staff willingly share stories, which helps to foster children's early reading skills. Children enjoy practising their early writing skills through free play opportunities, including painting. They are interested in these activities when they participate in them; for example, they are interested to talk about the letters in their name and are keen to notice the letters that they have in common with their friends.

Staff make accurate assessments of starting points on entry and use these to inform children's future learning. Children's progress is well supported because staff share assessment outcomes with parents to ensure that everyone knows what the next steps for learning will be. The required progress check for two-year-olds is in place and provides useful information for both staff and parents enabling everyone to support children well. Parents are welcomed at the pre-school and staff share information with them very regularly. Staff are perceptive and thorough in their assessments and all children's needs are met as a result. This includes children who have special educational needs or learn English as an additional language. Staff know how to access help for children if they have concerns about their learning and work very well in partnership with parents to facilitate this support.

Children speak very confidently to staff and to each other and demonstrate good listening skills. At snack time, staff and children converse with each other in a friendly way adding to the happy atmosphere of the pre-school. Links with the local community are strong and children learn about diversity by celebrating different festivals such as Chinese New Year and Christmas. Children also participate in local community events, further enriching their understanding of the people around them. Children at the pre-school are respectful of others and show a willingness and enthusiasm for learning.

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

The highly effective key person system means that staff know the children and their families extremely well and use this knowledge very well to support the children's development. Children show great confidence as they speak to staff and their friends and their independence is encouraged as they move confidently between two large play areas

using a link corridor. Children demonstrate that they feel very safe and secure at the pre-school as they joke with the staff and come and sit for cuddles. This nurturing relationship creates an environment where every child is encouraged to grow in confidence and achieve to the best of their ability. Children behave extremely well and staff are enthusiastic about praising good behaviour, as a result poor behaviour is rare. Parents speak to staff confidently if they have any behaviour concerns about their children and staff develop shared strategies to support individual children as necessary.

Staff have high expectations of children and teach them to keep themselves and their environment, clean and safe. Staff encourage children to help clear away activities using dustpans and brushes and children are expected to pour their own drinks and clear away their plates after snack. These small responsibilities help to raise children's self-esteem and contribute to their very strong sense of independence, which equips children extremely well for their eventual move to school.

The children are able to reach equipment themselves and move toys around to where they want to use them within the exceptionally well presented pre-school. This flexibility encourages children to be independent and encourages children to think about how to use things safely. Staff listen readily to the children and do their best to facilitate their wishes. Recently, equipment has been stored on moveable trolleys, following a request from children, to enable them to select resources for art more easily. This change has increased children's interest in art activities and has further encouraged their independent choices. Staff are deployed effectively in the pre-school, which means that children can move around freely, both indoors and outdoors, without having to ask for adult help.

Children learn to manage risk; for example, by knowing what they are able to do and by feeling confident in the care of the staff around them. Staff explain themselves clearly so that children can learn why it is important to behave in a certain way. For example, staff tell children not to speak with food in their mouths because they might choke. They tell children to cover their mouths when they cough because they might pass their cough to someone else. Children enjoy healthy snacks and drinks and demonstrate excellent hygiene practices. For example, they wash their hands and dry them independently after painting activities, after taking themselves to the toilet and before snack time and then put the paper towels in the bin. They clear their dirty plates into a washing up bowl and put their crumbs into the bin. Therefore, they show extremely good levels of independence in following good hygiene practices.

The pre-school prepares children well for the move to school by attending taster sessions at school with them and by having visits from the reception teachers to the pre-school. Staff work cooperatively with other childcare providers to ensure that the child's best interests are at the heart of all that they do to support children's care and learning.

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

Leadership and management at the pre-school are good because there is an accurate overview of the educational programmes through the monitoring of the activities offered. This means that the experiences for children support their learning well. The pre-school staff reflect effectively on their practice and continually review the ways that things are done to ensure that they are offering the best experiences for the children that they can. This attention to detail means that the outcomes for children are good. All planning and assessment is carefully monitored and demonstrates that the staff have a thorough understanding of the children in their care and enable children to learn in different ways. Children are well supported because staff react quickly to their differing needs, seeking external support when necessary.

All staff have a good understanding of their safeguarding and welfare responsibilities and policies and procedures are robust, which helps to keep children safe. They risk assess the premises to help minimise any hazards to children. This promotes children's safety as they move freely through all the spaces available to them. Staff promote children's well-being extremely well. As a result, children develop high levels of confidence and self-esteem. The management of the pre-school is strong and staff explain clearly how practice is evaluated and how changes are made to improve outcomes for children. Staff work closely with the local authority to plan improvements. They also work in close partnership with parents and carers; they collect information in an annual questionnaire and respond sensitively to the comments made. Parents are highly impressed by the pre-school and say that they 'couldn't ask for more'. A borrowing library has been set up for parents because of recent responses. Staff have also arranged a 'Dad's breakfast' to try to encourage dads to visit the pre-school and see their children's records. This was organised because of another suggestion from parents. The supervisor is good at engaging her staff team and others to reflect on the strengths and weaknesses of the pre-school to promote good outcomes for children.

Systems for staff appraisals are in place and all staff receive appropriate training. This means that staff have a good understanding of the requirements of the Early Years Foundation Stage and children are well supported in their learning as a result. Processes for staff supervision are in place with systems to tackle poor practice. The supervisor works alongside the staff team and supports staff who may need guidance. Staff meet together each morning before the pre-school opens and stay behind after it has closed to discuss any arising issues. The supervisor's input helps to support the staff and meet the children's changing needs.

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	EY401925
Local authority	West Sussex
Inspection number	816194
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	31
Name of provider	Goring Methodist Church
Date of previous inspection	08/11/2010
Telephone number	01903 249183

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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, 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.

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