

# Fun Time Pre-School

Frimley Village Hall, Frimley Green Road, Frimley Green, Camberley, Surrey, GU16 6ND

## Inspection date

20/03/2013

Previous inspection date

17/02/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

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## The quality and standards of the early years provision

### This provision is good

- Overall, good quality teaching and learning experiences are on offer to children, with some outstanding elements.
- Children are confident and well-motivated in their play and learning activities. They make good developmental progress.
- An effective key person system means relationships between staff children and their parents are strong.
- Staff tune in effectively to each individual child for whom they take special responsibility, successfully building on what they know and can do.

### It is not yet outstanding because

- there is less emphasis on high quality professional supervision of staff with sharply focused evaluations of staff practice in order to pick up where staff practice needs further support.
- children's developmental starting points are not quickly identified at entry, in order to give all children the best possible start.

## 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 play and learning activities indoors and out and tracked a sample of children.
- The inspector undertook a joint observation with the manager and deputy manager.
- The inspector had discussions with the manager and deputy manager regarding leadership and management.
- The inspector looked at a sample of tracked children's progress records, planning and had discussions with staff relating to safeguarding and welfare.
- The inspector spoke to some parents to gain their views of the setting.

## Inspector

Lorraine Wardlaw

## Full Report

### Information about the setting

Fun Time Pre-School was registered in 2001. It is privately owned and operates from Frimley Village Hall in Frimley Green, Surrey. The pre-school have access to the main hall and kitchen and toilet facilities. There is a fully enclosed outdoor play area. The pre-school is open each week day from 9am until 12.30 during school term times.

The pre-school is registered on the Early Years register. There are currently 37 children on roll from aged two to four years. The pre-school receives funding for early education. The pre-school supports a number of children with special educational needs and/or disabilities. The pre-school owner/manager employs five members of staff. Two staff hold level 6 qualifications and four staff hold level 3 qualifications in early years.

### What the setting needs to do to improve further

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

- strengthen the partnership with parents further in order to gain a complete picture of children's developmental starting points at their point of entry to pre-school, in order to give children the best possible start to pre-school life
- strengthen professional development and supervision arrangements for staff to include sharply focused evaluations of staff practice, so all staff know how to help children make rapid progress.

## Inspection judgements

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

All children engage particularly well in their self-chosen play activities. They demonstrate confidence, enthusiasm, and an eagerness to learn. This is because they are supported well by practitioners who quickly come to understand their unique needs, nature, and family backgrounds. Children thrive at this nurturing pre-school because of the valuable help and support they receive. The adults' strong knowledge of the areas of learning and generally clear understanding of how children learn contribute successfully to positive learning outcomes. Adults undertake regular and precise assessments of children that are used to effectively plan challenging play activities, which are interwoven into children's free play. Some play and learning activities are of exceptional high quality. For example, adults and children put a toy tiger and tiger food in the home area, based on a favourite story. The story is read by the adult, who encourages the children to narrate parts of the

story line and act out elements in the role play area. The adult is expert in adapting the play activity to each child's specific needs and includes many areas of learning. Children write for meaning using a clip board to make a shopping list. They listen well and respond to the adults good questioning. At the end of the story they pretend to be in a 'caf', make sausages out of play dough, count and calculate how many more they need to make for their 'customers'. Children are developing valuable future skills. Other adult-led activities do not engage children so successfully due to less effective planning. Little information is given to stretch the more able children and resources are not available to extend the activity for them, such as books on hatching chicks and Easter that relate to the theme.

Small group story times, enable children with more specific language and behavioural needs to be engaged and well-supported. This is because most adults use puppets and toy figures to gain children's attention. Children with special educational needs and/or disabilities are making gains in their development given their starting points. The adults give them a lot of one to one support. They use systems such as a pictorial board to aid the children's understanding about the routine and to promote their communication skills. The skilled adults look at ways to engage both boys and girls in all aspects of learning, because of their knowledge of the gender achievement gap. They tune into each boy's unique needs and follow their interests. Therefore, boys demonstrate their confidence and capabilities. They sit at a table drawing and writing, enthusiastic about their play and learning. When finished they proudly put their pictures on the 'special board'. At the end of the morning, the adults review the board, involving the children in all that they do. Children proudly and excitedly recall their play activities to the whole group. For example, they talk about the robot they drew and the letters of their name.

Parents are involved in children's learning. They are invited in to share knowledge of their jobs to broaden children's understanding of the world. They receive tips from the key person on how to extend the children's learning at home. However, the system to gain a full picture of each child's starting points on entry to the pre-school is not rigorous. Consequently, not all key people have a complete picture of children's capabilities from parents when they start at the pre-school, in order to plan to meet all their needs well right from the first day.

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

Children are very settled. They form secure emotional attachments to their special adult because the pre-school leadership ensures the key person system is embedded well, throughout their work. Children reap the benefits of the caring and understanding adults, who take responsibility for the care needs of the younger or less able children; for example, while carrying out the hygienic nappy changing routine. Older, more able children independently manage their personal needs and wash their hands following a visit to the toilet. Children love to be involved in the snack bar routine, where healthy options are on offer. They use a child safety knife, with care, to cut up the fruit and are asked to estimate how many crackers are needed today. Children sit in a social group enjoying their mid-morning snack and independently pour their own drinks. A clean, mobile sink is nearby and used by the children to ensure cross infection is minimised. Children enjoy

daily fresh air and some exercise as they use the small, outdoor environment, whenever they wish. Play and learning activities are set up by the adults, which include an outdoor shop, water painting and sand play. Children develop their physical skills outdoors as they throw balls to one another and aim for the large fabric canopy, with success. Wheeled toys are used indoors at the end of the session, each week, when the adults clear the room of furniture and resources. Children develop large movement skills as they undertake an obstacle course.

The adults are sensitive and positive when managing children's behaviour and as a result, children's behaviour is good. For example, children are encouraged to shake hands with a child they pushed unnecessarily. Children overcome their fears, when making relationships with others and are inclusive and thoughtful about their new friends. The pre-school environment is laid out well daily. Staff work hard to create an overall stimulating, child - friendly, learning environment. They make good use of floor space available, given the number of children being cared for. Designated carpeted floor areas and tables set out alongside mobile storage units to ensure a broad range of resources are available for children to reach and use. Much emphasis is put upon children using and combining resources and materials as they wish. For example, a child mixes flour and play dough in a bowl for the 'tiger's tea' in the home corner.

A strong focus is placed on helping children to learn how to keep safe. They are encouraged to walk indoors and staff quickly re-adjust the carpet when they identify a tripping hazard. Children demonstrate they feel safe as they move around the pre-school room happily and confidently, making choices in their play. Children's experiences at the pre-school prepare them well for future life. Good relationships have developed with the local primary schools to ensure a successful transfer for children. School uniforms in the dressing up box allow children to become familiar with their next stage of learning by talking about school and what they will wear when they go.

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

The pre-school leadership has effective policies and procedures for the safeguarding and welfare of children and these are implemented well. For example, the no smoking policy and the cleaning of resources and furniture ensure the environment and atmosphere is suitable for the care of children. All staff attend child protection training and demonstrate a secure understanding of the procedure to take if welfare concerns are identified. Robust procedures are in place for the recruitment and vetting of new staff. The staff team, led by the manager and the well-qualified deputy, work cohesively together and share a joint commitment to improvement. They continually reflect on practice and evaluate all aspects of the pre-school environment. For example, they plan to revamp the outdoors as some areas look drab and uninspiring. Additionally the hall is to be decorated by the village hall trustees and the pre-school leadership plans to re-define the designated indoor play areas.

Self-evaluation is accurate and informed by staff and parental views. The high attention paid to the qualifications of the staff has a positive impact on children's learning

outcomes. Overall, systems are in place to monitor the educational programme. All staff receive up to date training in the Early Years Foundation Stage and use associated documents to help them assess and track children's progress. However, there is less emphasis by management on high quality professional supervision of staff, to include sharply focused evaluations of staff practice, particularly in the delivery of all play activities in order to pick up where practice requires development, so children are always challenged as well as possible.

The adults develop strong relationships with parents, outside professionals and other early years settings the children are involved in. For example, educational psychologists visit the pre-school to give advice and guidance when required. Children visit the local school before they commence and the adults at pre-school visit them the following autumn to gain feedback on how well they are settling in. In addition, they discuss with teachers future ways to prepare children even more for school. This approach ensures teaching in regard to children's care and learning reflects the skills required for school.

Verbal feedback from parents is extremely positive. They talk knowingly and glowingly of the pre-school and all it has to offer their child. Comments from parents include an 'amazing learning profile and awesome teachers, my children are incredibly happy'. All parents report on the good two-way communications, good adult attention, the flexible settling in process and the good quality information they receive.

## 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

<b>Unique reference number</b>	160637
<b>Local authority</b>	Surrey
<b>Inspection number</b>	908181
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Frankie Webb
<b>Date of previous inspection</b>	17/02/2011
<b>Telephone number</b>	07941 574123 (at hall)

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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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