

# Ferring Funtime Community Pre-School

Ferring C of E Primary School, Sea Lane, Ferring, Worthing, West Sussex, BN12 5DU

<b>Inspection date</b>	20/03/2013
Previous inspection date	29/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	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		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are happy, interested and eager to learn. Children smile and laugh as they enjoy their time at the pre-school.
- The well-motivated staff show dedication to the children and work hard to help them achieve to the best of their ability.
- There are exciting areas for the children to use which are well resourced and help children to learn. Children are able to choose to take their learning either indoors or outdoors.
- The pre-school works very closely with families, with other settings and with reception class teachers to ensure that the children are well prepared for school.

### It is not yet good because

- any identified risks to children's safety are quickly dealt with, although the procedures for risk assessment are not always effective in helping to prevent hazards to children
- staff do not always help children to understand how to manage minor conflicts for themselves to promote positive behaviour
- staff do not always help children learn about keeping healthy to enable them to take responsibility for their own good hygiene.

## 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.

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 activities in all areas of the pre-school, including the outside play areas.  
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 carers and took account of their views.
- The inspector carried out a joint observation of practice with the pre-school manager.
- The inspector met with the pre-school manager and spoke to two other staff members to discuss their roles and responsibilities.

## Inspector

Rebecca Swindells

## **Full Report**

### **Information about the setting**

Ferring Funtime Community Pre-School opened in 1993 and is run by a parent committee. It operates from within the grounds of Ferring Church of England Primary School. The accommodation is purpose built with a secure outside play area, which includes a soft play surface. The pre-school serves the local, residential area and children transfer to several nearby schools. The pre-school provides full day care for 26 children aged from two to five years.

The pre-school opens each weekday during term time from 8.45am until 3.15pm. There are currently 55 children on roll, all of whom are in the early years age range. There are 13 members of staff and 11 of these have appropriate childcare qualifications. The pre-school supports children learning English as an additional language and children who have special educational needs and/or disabilities. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and receives support from the local authority. The pre-school receives funding for the provision of free early years education to children who are three and four years of age.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure risk assessments identify all aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised, with particular regard to the temperature of radiators.

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

- strengthen children's understanding of managing their own behaviour by involving them in finding solutions to problems and conflict and encouraging them to think about issues from the viewpoint of others
- help children learn about their own health by explaining the importance of hand washing, particularly when cooking.

## Inspection judgements

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

Staff help children to make good progress in all areas of their learning. The stimulating environment encourages children to think about where, when and how they want to play. This means that they are well motivated and keen to learn. The imaginatively resourced pre-school encourages children to spend time both indoors and outside. Children enjoy being able to take their learning outside, for example, they are excited to test magnets on the different materials found in the garden area and enjoy making 'ice-cream' from flour and water in the garden. Children are friendly and sociable and enjoy being at the pre-school, they laugh and joke with each other as they play. Staff are sensitive to how children are feeling and generally react appropriately to support children so that they feel valued and important. A well-established key person system means that staff know the children and their families very well. As a result, they are able to plan very effectively to meet children's individual needs, including those with special educational needs and those who are learning English as an additional language.

Staff encourage the children to listen, talk and think about what they have heard to help them develop good communication skills. Children enjoy telling their friends about things they have done at home and about what they have done at pre-school. During circle times, children share jokes and everyone laughs together which adds to the happy atmosphere. Staff promote children's physical skills well because they encourage them to move in different ways. They carefully plan new activities that will challenge children, such as French skipping. Such activities introduce children to new ideas and their physical development is well promoted. There is a wide range of equipment for the children to use outside and they use the field that they share with the school to try out their skills.

Children develop good reading and writing skills because of the very positive interactions with staff that encourage them. Children enjoy seeing their names written around the pre-school and take pride in knowing that some things belong to them because their name is on them. The children make very good progress with their mathematical skills as they count in different ways and for different purposes. The imaginatively arranged environment reinforces children's understanding of numbers as displays are interactive and encourage children to use numbers creatively. Staff consistently encourage children to think about numbers, shapes and measurements as they play, this means that children are confident with their early mathematical skills.

The children learn that there are similarities and differences between themselves and others because staff find interesting and thoughtful ways of teaching them. For example, the children worked together on a project about the Japanese tsunami and learnt about how earthquakes affect children around the world. The pre-school enjoys trips into the local community and visits from others, such as the fire service. Children are inquisitive and ask sensible questions about the world around them and the staff value their questions and respond appropriately. Children learn to use a range of technology. Staff facilitate this by working alongside them supporting their understanding with effective

questions. In this way, they prepare children well for their future learning.

There are thorough assessment and monitoring systems in place, which means that staff are able to identify next steps in learning for children very accurately. Staff review the activities daily and make changes for the following day to reflect the children's wishes and their ongoing interests. Because the staff respond to their needs so well children are able to make the best possible progress in relation to their starting points. Staff identify any learning difficulties that children may have early on and plan effective interventions to help them make as much progress as possible. Parents and carers are encouraged to take a full and active part in their child's learning. There are planned parents' evenings to discuss progress and also mornings where parents can come in for breakfast and play alongside their child. These opportunities to get involved mean that children feel very well supported and know that everyone cares about them.

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

The key person system is well established and staff know the children well. Staff plan daily focus activities for their key children and use their knowledge of the children effectively. This means that children make good progress in their learning. Overall, staff support children effectively to behave well, be independent and forge good relationships, which helps them to feel safe and secure. There is a comprehensive range of resources that support children's development well. Resources, both indoors and outside, are stored appropriately so that children can help themselves and so can develop their independence. However, occasionally some procedures do not support children to become fully independent. For example, children are not able to fetch their own coat from the cloakroom if they want to go into the garden during session times. In addition, during a cooking activity, children miss the opportunity to collect their own herbs from the garden to use in their recipe.

Children are generally well behaved, although on occasion there are some inconsistencies in behaviour management, which can be confusing for children. For example, at times, some staff do not provide clear explanations and talk to children about how others might feel to help them manage minor conflict. Children feel emotionally safe due to the secure relationships they have with staff and each other. However, staff do not fully promote their safety because there are weaknesses in the pre-school risk assessment and hazard identification procedures. Staff talk to children about how to keep themselves safe by reminding them about appropriate behaviour, such as not running indoors and about using equipment safely. This teaches children to manage their own safety effectively.

Staff promote healthy eating by having cooking activities for the children to enjoy. The children enjoy making omelettes and learn about different food groups as they discuss the ingredients. The pre-school also has an allotment area where the children can grow their own vegetables. This teaches them about where food comes from and children learn how to tend plants. Planned activities tasting fruit and talking about meals that they have

enjoyed at home further encourages children to think about healthy, balanced diets. The pre-school has joined a national scheme to tackle obesity in children and parents have welcomed the initiative. This partnership working to support healthy lifestyles sets a good example for the pre-school children to follow. Generally, children learn effectively about the importance of good hygiene because staff explain to them about healthy food and keeping clean. However, an occasional lapse in staff hygiene practices, such as washing their hands regularly does not fully reinforce this aspect of children's learning. Children can run, jump and climb in the spacious outdoor area. They have access to a large playing field that staff use imaginatively for sports days, den building and chasing games. As a result of these opportunities, children develop good physical skills.

Parents and carers are happy with the pre-school and say that their children enjoy coming. Children benefit from the close relationship that exists between the staff and their parents and carers because their needs are supported by everyone around them. The staff help the children in their move to school by developing effective partnerships with teachers at the different schools that the children go to. This helps children to settle quickly at school and progress well in their learning.

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

The manager is supported well by an effective committee of parents and community members. The staff and children benefit from a stable committee who work hard to improve outcomes for the children who attend. The manager speaks enthusiastically about her role and is ambitious for the future of the pre-school. Her ambition and her proven ability to implement change mean that the pre-school has good capacity for improvement overall. The manager monitors the educational programme effectively and has a good understanding of the different needs of the children. The staff team are supported well by the manager and decisions about planning for children's learning are shared. This means that children make good progress given their starting points.

Children at the pre-school feel safe and know that staff care about them. This is evident by the cheerful and confident way that the children play and interact with staff. Staff are clear about child protection procedures and know who to talk to if they have concerns about a child's welfare. Although risk assessments identify most potential dangers, they do not identify all aspects of the environment that need to be checked on a regular basis. However, staff take the necessary steps to keep children safe if they identify something not on the risk assessment that could be a danger to children.

There are robust procedures in place to evaluate practice. The manager ensures that staff, children and the parents have the chance to make their views heard. This means that the management and staff strive for improvement at all times and constantly reflect on practice to improve outcomes for children. The self-evaluations made have improved the outcomes in learning for the children.

The manager has clear expectations of the staff and works alongside them to help them develop their practice. The staff benefit from this support and their understanding about how children learn and develop improves as a result. The dedicated staff team devote their own time to furthering their knowledge. They undertake regular training to renew and improve their skills. Each member of staff keeps a reflective journal to show how their training has influenced their practice. Recently the staff went on a study trip abroad to find out if they could use educational practices from another country to improve outcomes for children at their pre-school. Systems for performance management are in place and are effective in supporting staff to improve. A clear system of appraisals and staff supervisions further add to the staff's continual professional development.

The pre-school has good relationships with parents, other providers, professionals and agencies. This means that children are able to make the progress of which they are capable. Thoughtful measures are in place to encourage parents to stay and play with their children at the pre-school and this has meant that parents feel involved in their child's learning. Parents meet with their child's key person regularly to discuss progress and the staff work hard to accommodate parents' different working patterns. For example, they hold meetings at different times of the day to suit different parents' needs.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks, with specific regard to radiators (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks, with specific regard to radiators (voluntary part of the Childcare Register).

## 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>	113481
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	817039
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Ferring Funtime Community Pre-School Committee
<b>Date of previous inspection</b>	29/01/2009
<b>Telephone number</b>	01903 245907

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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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