

# Goodtimes Pre School

Seaford Childrens Centre, Lexden Road, SEAFORD, East Sussex, BN25 3BA

<b>Inspection date</b>	09/10/2013
Previous inspection date	12/09/2011

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

- Staff create a friendly, welcoming environment where children soon settle and become independent.
- Staff provide a wide range of interesting indoor activities that are used effectively to stimulate and challenge children. As a result, children make good progress towards the early learning goals.
- Staff are caring and supportive and this results in children forming strong emotional attachments to adults.
- The owner actively encourages the staff teams' professional development. This helps develop their skills and their ability to improve outcomes for children.

### It is not yet outstanding because

- The effective use of outdoor activities and the outdoor area as a learning environment for children have not been fully developed.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the play room and the outdoor area.
- The inspector carried out a joint observation with the owner of the group.
- The inspector held a meeting with the owner of the group and checked evidence of suitability and qualifications of the staff.
- The inspector sampled children's records and planning documentation.
- The inspector took account of the views of parents spoken to on the day and from information included in the group's own parent survey.

## Inspector

Alison Weaver

## Full Report

### Information about the setting

Good Times Pre-School opened at the current premises in 2011. It operates from a children's centre in Seaford, in the grounds of Cradle Hill Community School. The group has sole use of a large playroom with toilet facilities. They also have access to other rooms in the centre and the school. The group opens five days a week during school term times. Opening times are from 8.30am to 4pm. All children share access to an enclosed outdoor play area.

The group is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 42 children on roll in the early years age range. The group is in receipt of funding for the provision of free early education for children aged two, three and four years. The group also offers care to children aged up to eight years. Children come from a wide catchment area. The group supports a number of children with special educational needs and/or disabilities and children who learn English as an additional language. The group employs 11 staff. All of the staff, including the owner and manager, 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:

- further develop the use of the outdoor area to provide a wider range of experiences that support children's learning and all-round development.

### Inspection judgements

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

Staff have good procedures for involving parents in the learning process. New parents are kept well informed about their allocated key person and introduced to them. Key persons work effectively with new parents to establish children's starting points and meet their individual needs. They gain helpful information from parents about children's interests and abilities. This enables the key person to successfully plan and provide activities that help children settle. Staff get to know children well and have good systems for observing and assessing their progress. They effectively identify learning priorities for individual children and plan challenging activities that continue to help them make good progress. All parents are encouraged to share what they know about their child with their key person. For example, parents contribute to the 'wow' display, celebrating children's achievements. Parents receive regular reports about children's progress and are invited to contribute their own comments to these reports. Staff value parental feedback and encourage

parents to consolidate learning at home. This effective partnership with parents helps contribute to children's ongoing progress in their learning and development.

Key persons are well focused on working with their key children to narrow any gaps in their learning. As a result, children are well supervised at activities and staff actively promote their learning as they play. Children are well motivated and enjoy the various stimulating activities that cover all areas of learning. They experience a wide variety of art and craft activities where they develop their creativity. For example, children have fun doing a printing activity with a member of staff. They take part in creating pictures with pencil shavings. Children show good imagination as they act out different scenarios with the dolls.

Staff work well together as they move around the different areas and make sure children receive good support. Children love to explore and investigate both indoors and outdoors and this is actively encouraged by staff. Children eagerly join in with the shredded paper activity. They excitedly look for the hidden animals and creatures. Staff extend children's learning as they talk together about what they find. Staff question children effectively and get them to think about what is happening, for example, when playing with the water wheel. This encourages children to share their thoughts and develops their communication skills. As a result, children become confident speakers. Children develop good mathematical skills as they sort and match. They learn to recognise numbers and name the shapes as they play outside with an adult. Children achieve well as they attempt to draw their own shapes using the chalks on the playground.

Staff are in the process of developing the outdoor area to make it more exciting and stimulating, particularly for more active learners and children who learn better outdoors. Children can now play in the new mud kitchen and grow plants. These improvements benefit children's understanding of the world and encourage their participation. However, staff are not yet extending the use of the outdoor space fully; for example, by providing labelling to strengthen children's literacy skills outside or by improving the organisation of outdoor activities.

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

Children show a strong sense of belonging as they happily leave their parents and settle at activities of their choice. The key person system is effective and results in children feeling secure and forming strong bonds with special adults. Children say to adults 'I miss you when you are not here'. Children are confident, happy and willing to learn. They are keen to take part in activities and develop the skills they need to secure future learning. Children develop good levels of independence as they see to their own personal needs and help themselves to resources. They form good relationships with others and play well together. For example, a child brushes off bits of shredded paper that have stuck to his friends' back. Children behave well and take on responsibilities, such as tidying up. Staff gently and sensitively handle any incidents where children do not want to share a toy. They help children develop a good awareness of the need to share and take turns. Children develop a good understanding of the importance of valuing differences in society

through everyday practices and planned activities. Staff acknowledge children's home backgrounds and all children share in special celebrations. Staff make sure that they provide an inclusive environment where all children are welcome and their needs met.

The environment is welcoming, attractive and child friendly. The furniture is of good quality and suitable for children. Children have easy access to a broad range of safe and suitable resources and equipment. The low-level storage units are used successfully to help promote children's independence and free choice. Staff set the play room out well and organise it effectively to meet children's needs and provide different activity areas.

Children develop a good awareness of the importance of a healthy lifestyle through planned activities and everyday practices. Staff promote children's health competently by maintaining a clean environment. Children adopt good personal hygiene practices as they take themselves off to wash their hands before going to the snack table. This also shows their increasing independence. Staff provide healthy snacks for children and easy access to drinking water. Children benefit from plenty of opportunities to play outside and exercise. They show good coordination and control as they ride bikes and walk with the stilts.

Children develop a good awareness of how to keep themselves safe. They learn to negotiate the slope in the outdoor area safely. Staff successfully reinforce safety rules and help children use equipment safely. Children develop a good understanding of what to do in an emergency as they practise fire drills.

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

The owner has a good understanding of the safeguarding and welfare requirements and is effectively meeting them. She follows robust recruitment procedures that include the completion of relevant checks that help ensure all staff are suitable to work with children. The required staff details are in place and all staff have a childcare qualification. The owner has good systems in place that she uses effectively to make sure she meets the required staffing and qualification ratios on a daily basis. Arrangements for safeguarding children are robust. Children are not left unsupervised with uncleared adults. Staff completed safeguarding training last year and are in the process of doing a refresher course. As a result, they have a good awareness of safeguarding issues. They are fully aware of the importance of referring any child protection concerns to the relevant agency in a timely manner to help protect children.

All the required documentation is in place and kept confidential. Staff give high priority to promoting children's safety. Staff carry out daily safety checks and thoroughly risk assess potential hazards, such as the sloping area in the garden. This enables them to take all necessary measures to minimise risks and hazards to children. For example, staff decided to move the stepping stones to the side so children can hold on to the railings if they need to when going down the slope. As a result, children play and move around safely.

The owner and staff team work well together to monitor and review the educational programme. The management team competently oversee the assessment records and makes sure children's needs continue to be met. Staff effectively evaluate their practices and adapt their ways of working to make sure all children make progress. The owner and staff team show a strong capacity and willingness to continue to improve outcomes for children. They are just about to start a new quality assurance scheme to help them identify their strengths and areas for improvement. The owner is keen for staff to continue to improve their knowledge and skills by attending further training. The owner has good ongoing processes for assessing and supporting her staff. These include staff observations, yearly appraisals and regular supervision.

The owner and staff team make good use of local authority support to evaluate their practices. They actively look at ways to improve what they offer children. The owner produces well-focused development plans that staff work on together. For example, they recently created the mud kitchen for children to explore and reorganised the play room to meet children's needs. Since the last inspection, staff have introduced a successful 'rolling snack time' that has resulted in children making their own decisions about when they want their snack. Staff have also improved children's privacy when changing nappies.

Parents make positive comments about the group. They say they like the friendly staff, they know who their key person is and feel well informed about their children's progress. Parents are aware that they can contribute what they know about their children on a daily basis and more formally at parents' evenings. Staff actively promote the two-way sharing of information with parents about children's care and learning. This helps them work effectively together to promote children's well-being. Staff also form good links with other providers and agencies who share the care and education of children. They successfully share relevant information and this enables them to promote consistency for children.

### **The Childcare Register**

The requirements for the compulsory 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 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>	EY428120
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	937572
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Tracy Anne Willis
<b>Date of previous inspection</b>	12/09/2011
<b>Telephone number</b>	01323 896313

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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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Piccadilly Gate  
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