

Alpha Pre-School

Baptist Church, Fitzalan Road, Littlehampton, West Sussex, BN17 5NY

Inspection date

25/06/2014

Previous inspection date

18/10/2011

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	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

- The manager has effective systems to review, reflect and action plan so that self-evaluation has a positive impact on the development of the pre-school.
- There are clear lines of communication between key staff; as a result, children's learning is well monitored and provided for appropriately.
- Key staff know their children well and have developed good relationships with parents. Consequently, children develop strong bonds with key staff and feel safe in their care.
- Staff plan well for children's need, which is informed by observations made on their individual interests and needs. As a result, children play enthusiastically and are engaged.

It is not yet outstanding because

- Play resources do not fully reflect the languages, cultures and religions of children and families attending the pre-school.
- On occasion, staff miss opportunities to develop children's thinking about mathematical concepts relating to weight and measure.

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 viewed a selection of documents and policies.
- The inspector took into account the views of children.
- The inspector held meetings with the manager and members of the committee.
- The inspector took into account the views of parents and carers.
- The inspector invited the manager to undertake a joint observation.

Inspector

Rachel Southern

Full report

Information about the setting

The Alpha Pre-School is a long established pre-school group, run as a part of the ministry of the Littlehampton Baptist Church, in Littlehampton, West Sussex. The management committee is made up from officers of the church and parents from the pre-school. It operates from the main hall and two side rooms in the Baptist Church building and serves the local community. The pre-school is on the Early Years Register. The pre-school is open each weekday from 9.30am to 12.30pm, term time only. The pre-school provides care for children aged from two to the end of the early years age range. There are currently 21 children on roll. The pre-school currently supports children with special educational needs and/or disabilities and children with English as an additional language. The pre-school employs six members of staff. Of these, five hold appropriate early years qualifications and one member of staff is in training.

What the setting needs to do to improve further

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

- develop play resources, with particular consideration for those reflecting children's different home languages, cultures and religions
- extend opportunities for children to consider concepts such as weights and measures, to develop their mathematics skills fully.

Inspection judgements

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

Educational programmes help children reach expected levels of development because staff ensure children make the best possible progress, taking into account their starting points and individual capabilities. Staff hold group meetings to discuss the rotation of toys, resources, experiences and activities. However, staff do not provide play resources, which fully reflect the languages, cultures and religions of children and families attending the pre-school. As a result, some children's home lives are not fully reflected in the pre-school. Staff base decisions on observations of children's individual needs. For example, children were observed being interested in mark making using different utensils and media, staff then provided small chalkboards and chinks for all children in the pre-school. This reflects the effective considerations staff make about activities provided at the pre-school, as a result, children experience play in relation to their individual interests.

Staff support children in learning effectively because the quality of teaching provides rich and varied experiences for children. Assessments are precise; staff assess children

formally when starting at the setting. Well-qualified staff provide detailed two-year checks, including information from parents and considerations for next step learning. Staff closely monitor children and record next steps, ensuring children progress well and are prepared for their transition to school.

Staff have high expectations of all children at the pre-school. They encourage children to be enthusiastic in their play and children are eager to join in activities. Key staff engage and motivate children well, talking about what they are doing and asking appropriate questions. For example, at snack times, staff sit together with the children and ask questions about their home lives to encourage responses from children. As a result, children are chatty and feel comfortable sharing their news and home events with their key person.

The pre-school caters for children with additional needs very well. Key staff quickly identify any gaps in learning and plans are made to ensure children develop in these areas rapidly. For example, the Special Educational Needs Coordinator has significant contact with a speech and language therapist and physiotherapist who visit the pre-school to plan for children with additional needs. As a result, staff thoroughly support children in their learning and development, and they progress well.

Activities for developing children's communication and language are engaging. Throughout the pre-school, there are signs and displays of words in other languages, including those spoken within the setting such as Portuguese and Spanish. At singing time, staff repeat words such as the days of the week so that children are able to use them in other sentences. As a result, children's language and communication skills are developing very well.

There is a soundly stocked book corner, which meets children's literacy needs. There are some books in different languages, including Portuguese. Outside younger children write letters and mark make on a chalkboard with water and paintbrushes, this allows children to develop their initial writing skills well.

The provision for developing children's skills in mathematics is generally good. For example, staff talk about numbers and counting in the outside area while children play with plastic animals. Indoors children play with a purse and toy money, staff ask questions such as 'how much' and 'how many'. This provides a good opportunity for them to discover mathematics in real-life situations. On occasion, some staff miss opportunities to extend the mathematical thinking of older children in subjects such as weights and measures. However, general activities for developing concepts such as number and symbol recognition are more effective. As a result, children develop their numeracy skills soundly.

Staff engage parents in their children's learning and development consistently. Staff encourage parents to share information about their children's learning at home, at parent's evenings and during daily contact with key staff. Staff provide parents with detailed information about their child's progress, offering activities for families to do together to further develop learning in a particular area. For example, older children are encouraged to participate in activities, which prepare them for school such as taking books

home to read with their parents. This help to develop strong collaborations between parents and the pre-school, provide a nurturing and familiar environment for children.

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

Staff are highly skilled and sensitive in helping children develop secure emotional attachments. Key staff and their allocated children form strong bonds; children are welcomed at the start of the day and spend the majority of time with their key person. Children demonstrate a good sense of independence in the setting, showing confidence and a growing sense of self-identity. For example, staff encourage children to make their own decisions; even the youngest children help themselves to tissues, sun hats or bottles of water. As a result, children develop confidence in making their own decisions about care needs.

Staff ensure children are happy and enjoy their time at the setting. Children settle easily and are eager to play. They develop good behaviour skills very well. Staff encourage them to use words such as 'please' and 'thank you' at appropriate times, helping children to consider the welfare of others.

The considerations for children's health and safety are good. For example, when playing outside, children wear their hats and appropriate clothing. Staff provide aprons when playing with water or very messy play. Signs at child height help children to think about being careful and keeping themselves safe. As a result, children develop a responsibility for their own safety very quickly, while staff maintain the environment around them.

Staff understand the importance of physical exercise and provide a good level of adult-led activities to encourage children to exert their energy both indoors and outside. For example, children play group games at sports day that involve coordination skills and balancing. This helps them to think about their bodies and the importance of exercise.

Children develop an understanding of eating healthily at snack time. Staff encourage children to new fruits for the first time, this helps to develop children's experiences of different types of food. Staff talk about being healthy and different kinds of diets. This helps children to think about the food they eat at home and what it means to be healthy.

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

Leadership within the setting is good, occasionally inspirational. The manager, committee members and senior members of staff work efficiently in maintaining their levels of achievement. Examples of this can be seen in their attendance at regular coordination meetings ensuring clear lines of communication to continue good practice. This ensures that the process of observation, assessment and planning are carefully considered at all levels so that staff are able to provide for, and record the progress children's learning

accurately.

Staff are thorough in their understanding of responsibility to families and children attending the setting. They demonstrate their accountability and knowledge of the safeguarding and welfare requirements in their everyday practice. They clearly understand child protection procedures. For example, staff are able to describe the signs and symptoms of abuse and what they would do if they were concerned about the welfare of a child. As a result, staff excellently protect children from potential harm. .

Staff implement policies and procedures well. For example, the policy for providing medication clearly identifies a named person, storage and procedures for administering medicines. Key staff are fully trained and ensure they document this correctly, storing medication in an appropriate place.

Management provide high-quality supervision for new staff and offer constant support and guidance. Established staff members attend appraisal meetings with committee members and the manager regularly. The manager requests daily meetings with key staff to reflect on ways to enhance the setting; this provides an inclusive environment for staff.

Review and reflective consideration of practice is an excellent aspect of the pre-school. Self-evaluation is developed formally with the support of the local early years advisor. This has been particularly effective in identifying areas for development. The manager regularly reviews practice, taking note of comments from parents and external agencies in her action planning. As a result, the pre-school is providing well for families who attend.

The pre-school manager and Special Educational Needs Coordinator maintain very effective partnerships with external agencies. This ensures families receive appropriate support and advice about their child's progress. Collaborations between staff and other local schools have provided security of children who are leaving to attend next term.

Links with parents and carers are good. Staff invite parents to donate their time and skills to the pre-school. They hold parents coffee mornings to share information and parent feedback forms ensure parents provide opportunities to share their ideas. As a result, families feel involved in the pre-school development and participate in everyday activities.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	113355
Local authority	West Sussex
Inspection number	817032
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	23
Name of provider	Alpha Pre School Committee
Date of previous inspection	18/10/2011
Telephone number	01903 717961

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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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