

Funland Pre-School

38 Holmes Avenue, Hove, East Sussex, BN3 7LD



Inspection date

Previous inspection date

12 May 2017

8 May 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- Children's welfare and safety is are compromised. The lead safeguarding practitioner does not have an up-to-date knowledge of safeguarding issues, including awareness of the Prevent Duty guidance. She has not provided staff with adequate training to understand all of the indicators of potential harm to children, for example, how to prevent children from being exposed to extreme and radical views.
- Self-evaluation is not used effectively to identify where there are breaches of the legal requirements.
- The manager does not effectively monitor and track different groups of children to help identify any gaps in their learning and help them make even better progress.
- At times, staff do not organise sessions in the most effective way, for example, to enable children to develop and extend their play without interruption.

It has the following strengths

- Children have plenty of opportunities to be active and to explore, both indoors and outside. For example, children enjoy going on insect hunts in the garden and using the challenging climbing equipment.
- Staff regularly share information and ideas with parents and other professionals to help provide children with cohesive learning opportunities. For example, they work closely with local speech and language therapists and parents and implement effective support plans. All children make good progress from their starting points in learning.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

Due Date

- ensure the practitioner with lead responsibility for safeguarding has a clear understanding of their role, to enable them to provide support, advice and guidance to staff on safeguarding issues, including any signs that children are at risk of being drawn into radicalisation. 15/06/2017

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

- make better use of self-evaluation to identify and address breaches in the legal requirements
- build further on arrangements for comparing the progress made by different groups of children and checking that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels
- review and improve the routines of the day to make the most of opportunities to support children's learning.

Inspection activities

- The inspector observed teaching practice and the impact this has on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the pre-school's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.

Inspector

Ben Parsons

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The manager who is the lead practitioner for safeguarding lacks awareness of her role and responsibilities to ensure the safety of vulnerable children. Systems in place to ensure all staff have an up-to-date knowledge of current safeguarding procedures are not effective. Staff do not know how to assess and address risks to children being drawn into radicalisation. Overall, the manager offers some support and coaching to staff, such as through supervision meetings. She discusses new ideas during staff meetings, such as adding further mathematic and literacy displays in the environment. The manager does not accurately evaluate the pre-school to help regularly identify and address areas of weakness. However, there have been some positive improvements to the provision. For example, they have introduced a new assessment system. This helps staff to check children's individual development closely and plan precise next steps in learning.

Quality of teaching, learning and assessment is good

Staff use information gained from parents and their own observations to help build a detailed understanding of each child's individual learning styles. They provide engaging and interesting activities. For example, children enjoy riding scooters and bicycles through a role-play car wash. Staff ask if children want to fill up their vehicles with petrol and challenge children to recognise numbers as they pretend to pay, using a toy credit card reader. Staff build on children's recent experiences well. For example, they discuss their recent visit from the local fire engine and read stories about fire safety.

Personal development, behaviour and welfare are inadequate

Staff lack awareness of current legislation, such as the Prevent Duty, which means children's safety and welfare are compromised. Children behave well. They develop secure social skills and happily share. For instance, they independently pass bowls of fruit around the table during snack so they all have enough. Staff support children's healthy lifestyles. For example, they encourage children to eat a variety of nutritious food for snack and offer parents guidance on how to supply a nutritious packed lunch.

Outcomes for children are good

Children are well-motivated and enthusiastic about their learning. They are curious about the world around them. For example, they closely observe a snail, describing it as 'slimy' and 'slow'. Children confidently count and recognise numbers. They enjoy listening to stories and confidently talk about what might happen next. Children communicate well and express themselves with confidence. They proudly stand at the front of the group and talk about objects they have brought in from home. Children independently dress for going outside and quickly gain the skills needed for their future learning and for school.

Setting details

Unique reference number	130743
Local authority	Brighton & Hove
Inspection number	1089424
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	30
Name of registered person	Funland Pre-School Committee
Registered person unique reference number	RP517670
Date of previous inspection	8 May 2015
Telephone number	01273 821 377

Funland Pre-School registered in 1993. The pre-school is open between 9.15am and 3.15pm Monday and Tuesday and between 9.15am and 1.15pm Wednesday to Friday, during term time only. On Monday and Tuesday it runs from 9.15am to 3.15pm, and Wednesday to Friday from 9.15am until 1.15pm. The pre-school employs seven staff, of whom five hold appropriate early years qualifications at level 3 and two at level 2. The pre-school receives funding for the provision of free early education for children aged two, three and four years old.

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.

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