

Funland Pre-School

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



Inspection date

1 November 2017

Previous inspection date

12 May 2017

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

Summary of key findings for parents

This provision is good

- Staff establish positive relationships with children and get to know them well as individuals. Children have positive well-being and self-esteem, and develop a strong sense of belonging.
- The manager and staff are keen to keep up to date and implement new ideas. This helps keep children motivated to learn. Staff attend beneficial training regularly, such as learning about the different ways to interest children in mathematics as they play.
- Staff closely monitor children's individual and group progress. This helps staff to promptly highlight any gaps in children's development. Staff provide good individual support to children to help them catch up in their learning and make good progress.
- Children develop a good understanding of healthy eating. For example, they help prepare fruit at snack times and enjoy making nutritious foods, such as banana muffins.
- There are good opportunities for children to develop their creative skills. For example, they explore interesting ideas as they make skeletons using cotton buds.
- Children develop good early reading skills to support their future learning. For example, they confidently recognise letters and simple words as they enjoy looking at books.

It is not yet outstanding because:

- Staff do not make the most out of ways to challenge children's physical abilities and help them to develop more complicated skills more consistently.
- Staff miss some opportunities to extend children's respect and understanding of other people's similarities and differences in the wider world beyond their own beliefs.

What the setting needs to do to improve further

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

- review and improve the ways to challenge children to develop even more complex physical skills on a larger scale to extend their physical abilities even further
- extend children's opportunities to further develop their level of respect and understanding of other people's similarities and differences in the wider world beyond their own cultures and background.

Inspection activities

- The inspector observed staff interactions with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including a sample of policies and procedures, and staff training records.
- The inspector spoke to children, parents and staff and took their views into consideration.
- The inspector carried out a joint observation of an activity with the manager.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff work effectively together to evaluate their current practice. They have regular one-to-one meetings to discuss their performance. They use the feedback to highlight any training needs. The manager closely monitors the care and learning opportunities that staff provide children. For example, she observes staff teach children and provides them with constructive and helpful advice to support their future practice. Safeguarding is effective. The manager and staff have a good knowledge and understanding of the safeguarding and child protection procedures to help protect children's safety and welfare. There is designated safeguarding leads who ensure that they and all other staff have a full understanding of their roles and responsibilities. All staff attend a wide range of training, including developing their understanding of the 'Prevent' duty. This helps ensure that all staff can quickly highlight a cause for concern, including any risk of children being drawn into extremism and radicalisation.

Quality of teaching, learning and assessment is good

Staff establish positive relationships with parents and keep them fully involved in their children's progress. For instance, parents make regular input into their children's learning records. This helps provide children with a good, consistent approach to their shared care and learning. Staff skilfully support children to prepare for their eventual move to school. For example, children learn more complicated skills as they gain independence, such as putting on their own coats and shoes. This helps children understand what will be expected of them. Staff build on children's interests effectively. For instance, children who are excited by a popular monster story are encouraged to create their own monster models using play dough and bring their ideas alive.

Personal development, behaviour and welfare are good

Staff are positive role models. Children are polite and behave well. Children develop good social skills. For example, they are happy to share and take turns with resources. Children develop meaningful friendships. For instance, they make sure that all other children are invited and welcome into their group play. Children develop good communication skills and confidently share their ideas with their friends. For example, they enjoy 'reading' to their friends their own version of well-known stories.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress in relation to their individual starting points. Children gain good abilities to support their future learning. For example, they develop early mathematical skills while they complete sums as they play number games. Children participate in more-complex activities. For instance, they explore experiments to make bubbling 'magic potions'.

Setting details

Unique reference number	130743
Local authority	Brighton & Hove
Inspection number	1099441
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	30
Number of children on roll	12
Name of registered person	Funland Pre-School Committee
Registered person unique reference number	RP517670
Date of previous inspection	12 May 2017
Telephone number	01273 821 377

Funland Pre-School registered in 1993. It is located in Hove, East Sussex. The pre-school is open on Monday, Tuesday and Thursday from 9.15am until 3.15pm, and on Wednesday and Friday from 9.15am until 1.15pm, during term time only. The provider receives funding to provide free early education for children aged two, three and four years. The pre-school employs seven members of staff, all of whom hold a relevant early years qualification at level 2 or above.

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