

Inspection of The Funhouse Pre-School

Janet Duke Primary School, Markhams Chase, Basildon, Essex SS15 5LS

Inspection date: 12 December 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children rush into the pre-school eagerly and are reluctant to leave. They build close relationships with staff and settle quickly. Children have fun and gain confidence and self-assurance. They enjoy freely chosen activities inside and in the garden. Children feel safe. They know that staff stay close to support their learning, and comfort them when upset.

Children develop good social skills. They interact with their peers and make friends. They understand routines as they gather together on the carpet for songs and stories. They sit still and listen when staff read to them. Children share their resources readily. They are patient and use timers to help them to wait and take turns. Staff remind children about the importance of rules and boundaries. This helps them to understand the expectations of the pre-school and promotes positive behaviour.

Children are imaginative. They enjoy role play and make-believe play. For example, they place figures in a toy aeroplane and pretend to speak on their behalf. They say where they want to sit and who will fly the plane. Children explore different types of sand in the garden. They fill containers and identify their shapes to staff. They enjoy the praise they receive when they show staff a rectangular cake tin and are further motivated to talk about other shapes in the garden.

What does the early years setting do well and what does it need to do better?

- Staff are kind and nurturing. They are dedicated to ensuring the best possible outcomes for all of the children in their care. They observe children at play and assess their progress accurately. Staff discuss children's development with their parents regularly. They build on children's interests, such as space rockets and dinosaurs, and make good use of them in their planning to motivate children to learn.
- All children, including those with special educational needs and/or disabilities, make good progress in their learning. Staff quickly identify delays in children's development. They work closely with parents and other professionals to ensure any gaps in learning close quickly. Staff help children to develop their understanding of difference and they learn acceptance and tolerance.
- Partnerships with parents are strong. Staff build good relationships with families, who know they are always welcome to meet with staff for conversation and support. They involve parents in the life of the pre-school and invite them to join in events. Staff ensure that all parents are informed of their children's progress regularly and are supported to continue children's learning at home.
- Children manage their own personal care and hygiene tasks well. They become independent and help staff to tidy away toys. They persevere to put on their

coats and shoes for outdoor play. Children explore the resources in the garden and experience different textures and natural materials. They transport sand in barrows around the garden. However, staff sometimes interrupt children's spontaneous play and this limits their creativity and ability to learn more.

- Staff teach children about the foods that are good for their health. They praise children as they open their healthy snacks brought from home. Children learn about good table manners and how to eat socially and safely. They receive stickers to celebrate their good manners. Staff praise children a lot. This encourages children to behave well and raises their self-esteem.
- Managers supervise staff well. They carry out regular supervisions and offer staff many opportunities to enhance their professional development. Managers support staff to manage their workload and maintain their well-being. Managers and staff continually reflect on their practice and the effectiveness of the provision. They take account of the views of parents when planning to make improvements.
- Children are fascinated by the many resources that stimulate their imagination. Staff encourage them to develop their play. For example, when children play with a wooden cake, staff talk to them about the ingredients. Staff help them to select play-food items from the toy kitchen. They talk to them about the flavours and they count the pieces of the cake. However, staff do not always fully extend children's understanding of mathematical concepts in order to provide challenge for children who are more able.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training in safeguarding and child protection. They understand the signs that may indicate that a child is at risk of harm. Staff know the procedures to follow for recording information. They know who to speak to if they have a concern and where to seek further support. Managers ensure that all staff are up to date with their safeguarding knowledge and they check the suitability of staff and committee members regularly to keep children safe.

What does the setting need to do to improve?

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

- extend children's understanding of mathematical concepts to provide further challenge to their play and motivate them to learn more
- take steps to ensure that children's self-chosen play is not interrupted and help to sustain their interest and enthusiasm for learning.

Setting details

Unique reference number	EY428418
Local authority	Essex
Inspection number	10074802
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	49
Name of registered person	Funhouse Preschool Committee
Registered person unique reference number	RP520377
Telephone number	01268450587
Date of previous inspection	13 January 2016

Information about this early years setting

The Funhouse Pre-School registered in 2011. The pre-school opens from Monday to Friday, 8.45am until 3.30pm, during school term time. There are 10 members of childcare staff, including volunteers. Of these, four hold appropriate early years qualifications at level 3 and five hold a qualification at level 2. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Forbes

Inspection activities

- The inspector viewed all areas of the pre-school and discussed the learning programme with the deputy manager.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the deputy manager.
- The inspector held a meeting with the manager and deputy manager. She also spoke to staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection and looked at relevant documentation.

We carried out this inspection 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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