

Findon Village Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Findon Village Pre-School opened in 1989. It is a community run group and operates from a room in Findon Youth Centre in the village of Findon, West Sussex. There is an outdoor play area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children between two and five years, may attend the setting at any one time. There are currently 29 children on roll, of whom 17 are in receipt of educational funding. The provision welcomes children with special educational needs and/or disabilities and those who speak English as an additional language.

The setting opens each weekday morning during term times. Sessions are from 9am - 12pm with an optional lunch club every day until 12:45pm. Sessions are also available Monday, Wednesday and Friday afternoon until 3pm. The group mainly serves families from the local residential area. There are six members of staff and all have suitable early years qualifications. The setting receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The leader and staff are a well formed team who work together with a common goal where most systems are securely in place to support the effective running of the group. The pre-school offers the children a comforting but stimulating environment where children are happy, settled and challenged in their play. Partnerships with most are well established to support children and meet their individual needs. The staff are reflective and evaluative in their work and continually identify areas they want to develop demonstrating their ability to drive improvement within the setting.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop staff clearance system to be consistent and systematic
- develop a two-way flow of information with other early years providers to ensure a collaborative approach to children's welfare and learning and development is fully achieved

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because staff have an understanding of child protection procedures. Staff have undertaken child protection training and the pre-school leader acts as the designated person taking overall responsibility in this area. The committee of the pre-school is responsible for the recruitment and vetting of all new staff within the setting. Although all required clearances are in place the staffing details are not consistently maintained. Inductions of new staff are completed and the pre-school leader completes ongoing supervision of staff and annual appraisals where strengths, areas for development and training needs are identified. The staff work collaboratively with parents about the safe collection of children from the setting. Collection books are used to record a change to the arrangements and passwords are implemented when necessary. Effective check lists are completed every day prior to children's arrival and more formal risk assessments are completed regularly on the setting as well as additional assessments being completed for outings or specialised equipment used. These are in addition to many other evaluations completed to ensure children's safety such as allergy information and the regular fire evacuation practiced with children.

The committee, staff, parents and children are all able to contribute their ideas within the pre-school. On a daily basis leaders and staff work well as a team and with the children, they evaluate the resources making changes to ensure a continually interesting environment. Parents are able to contribute their ideas verbally to staff members, through the comments box or by becoming involved within the pre-school by joining the committee. Staff are keen to liaise with all parents on important issues and feedback is sought, for example, through questionnaires about extending operating hours to incorporate a lunch club and some afternoon sessions. Through day to day discussions and regular staff meetings, leaders and staff evaluate all aspects of the setting. Evaluations of activities identify what has worked well and what didn't and action plans are developed to continually drive improvement within the pre-school.

Children enter the setting which has been extremely well prepared prior to their arrival. The staff team show dedication in setting up resources both inside and out to offer the children such variety in their play. Children's art work, photographs of themselves and colourful posters adorn every wall in the setting offering the children a vibrant and interesting setting to come into. Resources within the setting fully promote all areas of children's learning, they become involved in selecting their resources from open shelving or helping staff choose different resources for table top activities. Staff make use of their local environment as an additional resource as children study their village in which they are based and visit the book bus. Staff prepare the outside well as an extension to the indoor learning environment offering a variety of activities and resources; therefore children are keen to spend time outside whatever the weather and are involved in purposeful play.

The staff are establishing good links with parents to enable them to gain an awareness of each child's background and individual needs. Partnerships with

outside agencies support individual children and their families through good liaison and applying suggested strategies within the setting. Although these liaisons are not yet extended to other early years settings children attend to share developmental information. Partnerships with parents however are strong and staff organise many ways for the parents to become involved in their child's time in the setting. They can become part of the committee and stay as a parent helper at any time. The staff have recently evaluated this and are developing this system to a stay and play session. Welcome packs, newsletters and details on notice boards inform parents of all information about the setting. Newsletters are more recently enhanced with details about what the children will be looking at during the forthcoming term and with the introduction of next steps sheets going home each term all parents are able to make a contribution towards their child's learning.

The quality and standards of the early years provision and outcomes for children

All children confidently enter the setting where they are welcomed by staff members. With help from parents children collect their names, self register on the magnetic walls and set about choosing their play. The group is lively with lots of confident children; quieter children are undaunted by others and make their own independent choices as all children enjoy their time in the setting. Children are developing in their independence through routines in the session such as visiting the bathroom and making decisions about their play. Staff assist where needed, for example, preparing to go outside with all weather clothing. Children can choose to play both inside and out throughout the most part of the session extending their choices and staff organise the session according to the choices they make. For example, as many children are wrapped up in all weather clothing enjoying splashing in the puddles, staff move the snack table outside to ensure all children receive snacks and drinks through the morning. Staff promote child led play throughout the session and offer quality interaction with good open ended questioning to challenge children's thinking. Observations are written on all children and key persons maintain the learning journals of their key children. Good detailing is recorded on all observations including the aspect of the area of learning being achieved. Clear, systematic systems have been developed by the group to monitor children's progress ensuring there are no gaps in their learning. The staff have recently implemented additional interaction with parents as termly next steps sheets are being shared to encourage them to be involved in their child's learning.

Children show they feel comfortable with the staff in the setting, some children show affection to staff members as they sit on laps or snuggle up for stories. Most demonstrate high levels of confidence and can readily ask for help for example, as they prepare to go outside. Children are learning how to keep themselves safe through spontaneous opportunities during the session, for example, children and staff talk about the dangers of scissors as they excitedly open parcels of new resources. Children show a good awareness of what constitutes a healthy lifestyle. They adopt good personal hygiene routines and when asked by staff members why they need to wash hands before snack children respond 'because our hands may be dirty'. Children engage in a wide range of physical activities regardless of the

weather. Appropriate clothing is supplied for the children to enjoy their time outside. Children express sheer delight on their faces as they squelch in mud before racing to the puddles to wash off their boots. Staff compliment their play by adding resources, for example, using washing up liquid which children excitedly turn the large puddle into a very bubbly puddle.

Children's skills in communicating, literacy and skills relating to information and communication technology is developing well. Staff adapt resources so all children can achieve, for example, using different programmes on the computer aimed at individual's capabilities. Children are able to navigate around the computer and handle the equipment with ease; staff use resources such as the sand timer to enable children to develop a concept of time as staff encourage sharing of popular equipment. Stories are shared between staff members and children at their request and through some group times in the session. Staff promote the use of story sacks and children enjoy using their three bears from a shared story in different situations throughout the day. Display boards of children's pictures and photographs of their families and the recent study of their local village, encourage children to have a healthy respect for each other and the environment in which they live. Children take initiative in their play working well independently as well as co-operating with their peers. Their behaviour is generally good with clear consistent guidelines offered by staff ensuring everyone can make a positive contribution to the group.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met