

Ferring Funtime Community Pre-School

Ferring C of E Primary School, Sea Lane, Ferring, Worthing, West Sussex
BN12 5DU



Inspection date	15 November 2018
Previous inspection date	24 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Staff consistently use their good teaching skills to extend children's learning and to enable children to develop their own ideas. For example, they question children well to help them apply the knowledge they have learned to their experiences. After learning that touching warm dough makes their hands hot, staff extend children's thoughts to think about what the effects of touching ice might be.
- Staff successfully support children to develop their social skills and to understand the rules in the setting. Children happily share resources with their friends. They interact well with each other. They chat and play with their friends happily.
- Children, including those with special educational needs and who learn English as an additional language, make good progress from their starting points. Staff work closely with other professionals to ensure children receive the additional support they need.
- The manager monitors progress well to assess how well the provision meets children's needs. She makes changes to ensure all children have equal opportunities to meet their full potential. For instance, she has improved greatly the provision for supporting children in their speech and language skills. This has benefitted all children, regardless of their background.

It is not yet outstanding because:

- At times, children need more encouragement by staff to help them focus on their self-led play for prolonged periods.
- Staff do not consistently offer parents effective opportunities to continue children's learning at home.

What the setting needs to do to improve further

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

- develop strategies to encourage children further to focus more intently on activities
- strengthen the links between home and the setting to offer parents more opportunities to continue and extend children's learning at home.

Inspection activities

- The inspector observed activities inside and outdoors.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and staff planning documentation, and checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection and read parents' written reviews.
- The inspector carried out a joint observation of children's learning and staff practice, with the manager.

Inspector
Kerry Lynn

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures that the staff team maintains a strong understanding of how to recognise when a child's well-being is at risk and of what to do if a concern arises. The manager reflects carefully on the success of the provision and considers how to meet children's needs better. For example, she has made changes, which enable staff to focus more on children's next steps when they plan activities. The manager supports the well-qualified staff team effectively to develop its skills. She manages staff performance well and provides training to help them enhance their professional development. For example, following recent training, staff have strengthened their behaviour management skills and help children to understand their feelings better.

Quality of teaching, learning and assessment is good

Staff understand the individual children well. They monitor the progress children make with care and recognise where they need moving forward. Staff communicate effectively with parents and other settings children attend, to understand children's overall progress and to find out about their wider interests. Staff offer children experiences that help them to understand that differences exist between people. For example, children meet a variety of people from the local community and learn about the different jobs people do.

Personal development, behaviour and welfare are good

Staff form strong relationships with the children, who are happy and confident. Staff support children well to prepare them for when they move to other settings. For example, they have learned from the local schools what they want the children to achieve and staff ensure children learn these. Children develop independence. They understand routines well and carry out tasks independently. They put their coats on or fetch themselves drinks of water. Staff provide children with healthy lifestyles. This includes offering them good opportunities to be active. For instance, children enjoy jumping over obstacles they build with blocks and joining in with aerobic sessions.

Outcomes for children are good

Children develop skills that will help them in their future learning. They develop strength in their hands when they enjoy activities, such as moulding and stretching dough. They develop the ability to use tools with care and control. They use knives safely as they prepare fruit for their snacks. Children show an understanding of shape and space. When they find objects that represent dinosaur bones hiding in the sand, they compare them according to their sizes and use mathematical language correctly. Children count the 'bones' carefully and recognise that the total changes when more are added. Children solve problems and test out ideas as they play. For example, they organise chairs to make pathways that they can ride through on their bicycles.

Setting details

Unique reference number	113481
Local authority	West Sussex
Inspection number	10066659
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	38
Name of registered person	Ferring Funtime Community Pre-School Committee
Registered person unique reference number	RP910380
Date of previous inspection	24 May 2016
Telephone number	01903 245907

Ferring Funtime Community Pre-School registered in 1993 and operates from within the grounds of Ferring Church of England Primary School, West Sussex. The pre-school opens each weekday during term time from 8.50am until 3.20pm. There are 12 members of staff and 10 of these hold an appropriate early years qualification. The manager holds a degree in early years care and education. The pre-school receives funding for the provision of free early years education to children aged two, three and four years.

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