

Patcham Village Pre-School

21 Old London Road, Patcham, Brighton, Sussex, BN1 8XR



Inspection date

7 November 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 work hard to create a welcoming and well-organised environment for children. They are vigilant in supervising children at all times and conduct thorough daily risk assessments to ensure children can play safely.
- Children who have special educational needs and/or disabilities are supported well by the experienced staff team and effectively included in activities.
- Staff plan and provide a wide variety of interesting activities and experiences for children based on a good understanding of their interests and needs. Children join in enthusiastically and make good progress in their development from their starting points.
- The pre-school has strong links with the local community. For example, a small group of children go to the local shop each day to choose the morning snack and children participated in a treasure hunt that the shop organised for them.
- The manager and staff team constantly reflect on their practice and are motivated to continually improve. For instance, they have recently made changes to ensure they can begin accurate assessments of children as quickly as possible when they start.

It is not yet outstanding because:

- Staff have not fully implemented highly effective strategies for supporting all parents to further extend their children's learning at home.
- Staff have not fully established a consistent approach to working closely in partnership with all of the other early years settings that children attend.

What the setting needs to do to improve further

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

- review and strengthen the arrangements for sharing information with parents about the individual next steps identified for their children's learning and how they can further support these at home
- strengthen the partnerships further with all of the other early years settings that children attend, to help develop a more consistent, shared approach to children's learning and care.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to the supervisors, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with one of the supervisors.
- The inspector sampled relevant documentation, such as evidence of staff suitability, children's records and the pre-school's self-evaluation.
- The inspector spoke to some parents and read parents' feedback questionnaires to take account of their views.

Inspector

Rebecca Khabbazi

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager completes thorough checks of staff to make sure they are suitable to work with children. Staff have a good understanding of how to recognise and report any concerns about a child's well-being. The manager monitors staff performance effectively, for instance, by meeting with them individually and regularly observing their practice. Staff make good use of what they learn through training opportunities to help further develop the provision. For instance, staff have all successfully developed their skills in supporting children who have special educational needs and/or disabilities. There are positive relationships with parents. Staff keep them well informed on a daily basis and provide regular updates about children's progress.

Quality of teaching, learning and assessment is good

The manager and staff monitor children's development closely and get to know them well. They quickly identify any areas where children are doing well or where they need more support. They use any additional funding effectively to help children catch up. Staff support children's communication and language skills well. For instance, small-group sessions are effectively planned to take the needs of all children into account and provide opportunities for conversations. Staff successfully build on children's interests, for example, children were delighted to dress up and act out some of the stories from familiar books. Staff encourage children to express their ideas and use their imaginations, for example, children enjoyed choosing materials to make masks of their favourite characters.

Personal development, behaviour and welfare are good

Staff have warm, caring relationships with children and are sensitive and responsive to their individual needs. They act as good role models and offer children calm, consistent guidance and support. Children behave well. They learn to value one another and treat one another with respect. For instance, they learn about their friends' home languages and traditions. Staff help children develop an understanding of how to keep themselves safe. For instance, they encourage children to think about the safest way to cross a crowded room. Staff promote children's good health effectively, for instance, they ensure there is space for them to rest quietly if they need to. Children have daily opportunities to be active and enjoy playing outside.

Outcomes for children are good

Children are confident and settled. They develop independence and make choices and decisions, such as what to play with and whether to be outside or inside. Children get along well together and have strong social skills. They show care and concern for their friends and learn to share and take turns. Children confidently name and match shapes, and compare different sizes. They enjoy practising their physical skills, such as playing running games outside or moving their bodies energetically during a music-and-movement session. Children quickly gain the skills they need for their future learning and for the move to school.

Setting details

Unique reference number	EY493010
Local authority	Brighton & Hove
Inspection number	1023862
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	36
Number of children on roll	22
Name of registered person	Janet Hornsby
Registered person unique reference number	RP511810
Date of previous inspection	Not applicable
Telephone number	01273554060

Patcham Village Pre-School registered in 2015. It operates from the Scout Hall in Brighton, East Sussex. The pre-school is open from 8.45am to 2.45pm each weekday, during term time. There are seven staff, five of whom hold relevant childcare qualifications at level 3 or above, including the manager who holds early years teacher status. The pre-school receives funding to provide free early education for children aged two, three and four years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

