

Inspection of Village Preschool Bosham

St Nicholas Hall, Brooks Lane, Bosham, Chichester PO18 8LA

Inspection date: 3 December 2019

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's welfare cannot be assured. The manager does not complete adequate recruitment vetting procedures on staff, to ensure their suitability to work with children. Staff also have a weakness in knowledge of wider safeguarding issues, due to a lack of training. This compromises children's safety and welfare.

Children have positive relationships with the staff and enjoy their time at the pre-school. They engage well in activities and demonstrate an eagerness to learn and participate. For example, children explore numbers that have been frozen in ice. They spend time thinking critically to extract the numbers and match them to larger numerals on display.

Children behave well. They are familiar with the daily routines and the behavioural expectations. For instance, at home time, children group together and sing a goodbye song to each other. They then independently find the chair that has their name and their belongings on and wait patiently to go home. The pre-school has a calm atmosphere.

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

- Staff recruitment and vetting procedures are not rigorous enough to ensure children's safety. The manager completes Disclosure and Barring Service (DBS) checks for all staff but does not record any further checks. For instance, staff references and employment history have not been reviewed. Therefore, staff suitability cannot be assured.
- The manager is not aware of all the requirements of the early years foundation stage. As a result, she has not implemented supervisions for staff. This means staff have not had the opportunity to have one-to-one meetings to discuss confidential and sensitive issues. When asked, the manager was unsure of what supervision is and its purpose.
- Staff have poor knowledge of wider safeguarding issues, such as the 'Prevent' duty. This is because the manager has not fulfilled her statutory duties in relation to safeguarding. Staff have not received training or support on these wider issues. This results in staff not having secure knowledge of how to keep children safe, nor understanding all of the potential indicators of harm.
- Children have various opportunities to voice their opinions and make choices. Staff ask children weekly about the resources and activities they wish to use, taking their opinions into consideration when planning. Staff invite children to choose the books they wish to be read at group circle time and to choose their own fruits at snack time.
- Children play well together and develop friendships. Staff encourage children to take turns and share. For example, children patiently take turns to blow bubbles

and honestly recall whose turn it is next. Children engage in role play, pretending to have an ice-cream shop where they share resources and take turns using the toy till.

- Parents are happy with the care given to their children. They compliment the staff and their friendly nature. Parents talk about the pre-school's relaxing environment where their children feel comfortable and safe. They feel that their children are progressing well and are prepared for their next stages in learning.
- Children have access to different experiences at the pre-school. For example, children enjoy regular Pilates classes that are themed around nursery rhymes. These classes support the children's physical abilities and body awareness. Staff ensure children have opportunities to cook regularly. Recently children made their own vegetable soup which they ate at snack time.
- Staff ensure children learn about the world around them, including how to be environmentally friendly. They read books together and share ideas on how to recycle. For example, the children use reusable straws at snack time. Children also share ideas about recycling from home, like filling plastic bottles with used plastic packaging to make ecobricks.
- The curriculum supports children's good development. Staff follow the children's interests and create a calming environment where children do learn well. The exciting activities capture the children's curiosity. For example, children learn about using scales in their role-play post office. Children use chalks and water to make marks outside and explore emergent writing.

Safeguarding

The arrangements for safeguarding are not effective.

Children's welfare and safety is compromised due to weaknesses in recruitment processes for staff. The manager has not completed robust recruitment procedures to ensure the suitability of staff to work with children. Training on wider safeguarding issues, such as radicalisation and female genital mutilation, has not been completed. Staff are therefore lacking in knowledge, which impacts on children's welfare. Despite this, staff do know the signs and symptoms that may indicate a child is at risk of harm. Staff do feel confident reporting concerns to the manager or children's services.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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implement an effective supervision system to ensure staff have the opportunity to discuss sensitive and confidential issues	07/01/2020
ensure safer recruitment procedures are effective in checking the suitability of staff who work with children	07/01/2020
provide training for all staff on wider safeguarding issues like the 'Prevent' duty and female genital mutilation, so they have secure safeguarding knowledge.	07/01/2020

Setting details

Unique reference number	EY551330
Local authority	West Sussex
Inspection number	10123489
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	1 to 5
Total number of places	26
Number of children on roll	21
Name of registered person	Webb, Nichola Louise
Registered person unique reference number	RP551329
Telephone number	07876711140
Date of previous inspection	Not applicable

Information about this early years setting

Village Preschool Bosham in West Sussex registered in 2017. It is open five days a week during school term times. Sessions are Monday, Wednesday and Friday from 9am to 1pm and from 9am to 3.30pm Tuesday and Thursday. The pre-school employs five staff, four of whom hold an appropriate childcare qualification to at least level 2. The nursery provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Jamie Smith

Inspection activities

- A learning walk was conducted across all areas of the nursery, to understand how the early years provision and the curriculum are organised.
- The manager and inspector carried out a joint observation together.
- Discussions were held with staff, children and parents at appropriate times throughout the inspection.
- The inspector sampled some of the nursery's documents. This included evidence about safeguarding and staff recruitment.
- A meeting was held between the inspector and manager.

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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