

# Inspection of Mini Adventurers Preschool

St. Helens Church Hall, Hangleton Way, Hove, Sussex BN3 8ER

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Inspection date: 13 May 2021

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| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## **What is it like to attend this early years setting?**

### **The provision is good**

Children enter the pre-school happily, leaving their parents outside. Parents and staff say this change due to the COVID-19 (coronavirus) pandemic restrictions has helped the children to be more independent. Children quickly become engaged in play and conversation with their friends. They confidently find the resources they need and organise their own play. Children eagerly put on waterproofs and find wellington boots so they can splash in the rain outside. The manager and staff are passionate about developing children's understanding of the natural world and supporting them to learn outdoors. Children enjoy exciting activities, which sparks their curiosity in the large and carefully planned garden. For example, older children describe the storm clouds while younger children learn new vocabulary as they search for worms and centipedes. Indoors, children find inviting quiet spaces to look at a book or create a picture. Children write and sound initial letters and proudly show that they can write their name.

The manager and staff consistently promote children's well-being. Staff set good examples and offer clear explanations and prompts to support children's good behaviour. Children behave very well and show kindness and respect to one another. They share and take turns. Children remind each other of the rules, such as the need to take off their boots when coming indoors.

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

- The knowledgeable and talented manager leads an enthusiastic and positive staff team. She supports their well-being and works alongside them to share her inspiring practice. Together they create a purposeful atmosphere where children thrive. Children show that they feel safe and secure.
- Staff are attentive and know the children well. They talk confidently about children's interests and use these well to motivate children to learn. This helps children to become absorbed in play and learning. Staff understand clearly what children need to learn next and support them to achieve across all areas of learning. For example, children use their muscles and coordination to use brooms and squeeze large sponges in the role play car wash. This helps them to develop arm and finger strength to support their early writing.
- Staff successfully encourage children to enjoy books and stories. Children demonstrate good listening and attention skills as staff read to them in a large group. They remember previous learning and answer questions about what happens next. Staff use songs and rhymes to help develop vocabulary and counting. Children gain the skills they need for future success, including the move to school.
- Children show positive attitudes to learning as they practise skills and try new activities. However, occasionally, staff do not ensure the activity is matched to

the abilities of the younger children, who lose interest as a result. At times, staff ask too many questions and overly direct children's activities. This does not give children time to process their thinking and follow their own ideas.

- The manager and staff forge successful partnerships with parents. Staff share continual information about the children's activities and progress. Parents are very complimentary about the pre-school. They praise the caring staff and wonderful garden. They feel that the manager is 'always available' to support them, particularly with ideas to use at home, such as how to help children's speech, books to read or help with potty training.
- The manager and staff monitor all children's progress carefully, and quickly identify any gaps in learning. They work closely with other professionals, such as speech therapists, and with children's families to give children the support they need to catch up. The manager works hard to ensure this continues successfully, even through the COVID-19 pandemic restrictions. Children with special educational needs and/or disabilities are fully included in all pre-school activities and make very good progress in their learning and development.
- The manager has an accurate understanding of the pre-school's strengths and weaknesses. She is committed to continuous improvements focused on the needs of the children. She uses the ideas from staff and parents. For example, children are keen to use the new mathematical learning activities that were set up following feedback.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager makes safeguarding a priority. There are three highly trained staff to help respond quickly to any safeguarding matters. Staff have a good knowledge of what would be a concern about children's welfare and understand the procedures to follow. They are trained to recognise the signs that a child or family may be at risk of radicalisation and know how to respond. The manager uses comprehensive recruitment procedures, including background checks, to ensure that children are cared for by suitable adults. Staff complete regular checks on the environment to help them identify and minimise any risks.

## **What does the setting need to do to improve?**

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

- help staff develop their teaching skills further so that they consistently support the younger children to engage in learning
- give children sufficient time to explore their own ideas, answer questions and solve problems.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                     | 2500054                            |
| <b>Local authority</b>                             | Brighton and Hove                  |
| <b>Inspection number</b>                           | 10191563                           |
| <b>Type of provision</b>                           | Childcare on non-domestic premises |
| <b>Registers</b>                                   | Early Years Register               |
| <b>Day care type</b>                               | Sessional day care                 |
| <b>Age range of children at time of inspection</b> | 2 to 4                             |
| <b>Total number of places</b>                      | 30                                 |
| <b>Number of children on roll</b>                  | 36                                 |
| <b>Name of registered person</b>                   | Dawson, Natalie                    |
| <b>Registered person unique reference number</b>   | 2500053                            |
| <b>Telephone number</b>                            | 07803002073                        |
| <b>Date of previous inspection</b>                 | Not applicable                     |

## Information about this early years setting

Mini Adventurers Preschool registered in 2018. It operates from a church hall in Hove, East Sussex. The pre-school is open Monday to Thursday from 8.30am to 3.30pm and on Friday from 8.30am to 12.30pm, during term time only. The pre-school receives funding for children aged two, three and four years. There are seven staff, four of whom hold recognised early years qualifications at level 3. The manager holds a relevant early years qualification at level 6.

## Information about this inspection

### Inspector

Sue Suleyman

## Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector completed a learning walk with the manager to understand how the pre-school and curriculum are organised.
- A joint observation of an activity was carried out by the inspector and the manager.
- The inspector observed teaching and learning in all areas of the pre-school and talked to the manager, staff and children.
- Some parents spoke to the inspector and their views were taken into account.

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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