

Inspection of Village Preschool Bosham

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

Inspection date: 19 May 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children arrive happily to the pre-school and demonstrate they are comfortable with their routines of separating from parents and settle quickly in to play. Staff successfully support individual children as they report that some children found returning to pre-school after the COVID-19 (coronavirus) closure hard. Parents also report that this has been a strength of the pre-school.

Staff have high expectations for children's learning and support this through a good balance of adult focused activities and child-led learning. Children are inquisitive learners and are eager to share experiences with their peers. For instance, a pet snail was brought into the pre-school which sparked lots of discussion and excitement. Children were helping one another's learning by sharing the knowledge they had gained. For example, where the snails sleep and what they eat.

Children behave well and follow the rules and boundaries of the setting. For example, they have learnt when it is safe to play outdoors by reviewing the sign on the door, if it's green for go or red for stop. This helps children learn to keep themselves safe.

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

- The manager has successfully implemented all actions set at the previous inspection and demonstrates a reflective approach for continuous improvement.
- Staff know children well and successfully plan what they intend children to learn. Staff identify what children know through observation and working with parents. This influences how children are supported to progress in their learning. Children access a good balance of self-chosen activities and adult-led activities. They learn new skills, which they successfully transfer to other activities. For example, children develop good fine motor skills as they use chalk to form letters and numbers. They use these skills to practise cutting when enjoying arts and crafts.
- Children develop good levels of vocabulary in the language rich environment. They articulate what they know and understand with ease and enthusiastically explain what knowledge they have gained about tadpoles turning into frogs.
- Staff encourage children to be curious through a well-planned environment. Children test out magnetics and staff use skilful questioning to promote children's thinking and develop their knowledge. As a result, children begin to problem solve as they figure out which materials stick to their magnets.
- Staff are sensitive to all children's needs and backgrounds and work closely with parents. This has a positive impact on children's physical and emotional well-being. Tailored support is given based on children's individual needs. Children who speak English as an additional language are supported well to make progress in their learning and be ready for the next stage. Children with special

educational needs and/or disabilities benefit from meaningful learning opportunities, which support and challenge them. Staff work effectively with other professionals, such as speech and language therapists, to obtain and share information. This supports children's overall well-being and speech and language development.

- The manager works alongside staff and uses her hands-on approach to share her ambitious vision for children's learning. Although she observes staff's practice daily to review the quality of teaching and provides general feedback. However, this does not consistently enhance staff's already good quality of teaching. Staff demonstrate they are not fully confident to progress younger children's fine motor skills.
- Staff have high expectations of children's behaviour. Children build positive and respectful relationships and show enjoyment in sharing experiences. Children confidently communicate with peers when deciding who will serve the 'ice cream' and who will 'pay' for the ice cream when in the role-play area. At times, when children's behaviour lapses and conflicts arise, staff do not consistently support children to manage these situations themselves. This hinders children's ability to manage their own conflicts and work through relationship differences.
- Parents speak positively about the support their children receive. They report that staff value and respect their culture and backgrounds. They comment that staff have provided guidance for setting boundaries and toilet training, which has helped them to support their children at home.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection the manager has reviewed her safeguarding practices and has systems in place to ensure staff are suitable to work with children. She supports staff's knowledge by providing training on wider aspects of safeguarding, such as the 'Prevent' duty and female genital mutilation. Safeguarding arrangements in place are good and protect children's safety and welfare. Staff have good knowledge of signs that could identify a child is at risk of harm. They demonstrate a sound knowledge of appropriate action they would need to take should they be worried about a child. This includes making a referral to outside agencies if required. All staff know what to do should they have a concern about a colleague's conduct with children and procedures to follow.

What does the setting need to do to improve?

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

- enhance supervision systems to ensure that any gaps in practice are identified and appropriate support and coaching is put in place to raise the quality of teaching to a higher level

- develop staff practice so that they consistently support children in resolving their own conflicts.

Setting details

Unique reference number	EY551330
Local authority	West Sussex
Inspection number	10190032
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 at time of inspection	1 to 5
Total number of places	26
Number of children on roll	33
Name of registered person	Webb, Nichola Louise
Registered person unique reference number	RP551329
Telephone number	07876711140
Date of previous inspection	3 December 2019

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. The setting operates on Monday from 9am to 1pm, Tuesday, Wednesday and Thursday from 9am to 3.30pm and from 9am to 1pm on Friday. The pre-school employs five staff, four of whom hold an appropriate childcare qualification ranging from level 2 to level 3. The pre-school is in receipt of funding to provide free early education for children aged two, three and four years old.

Information about this inspection

Inspector

Hayley Doncom

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector and manager carried out a 'learning walk' across all areas of the pre-school, to understand how the early years provision and the curriculum is organised.
- One joint observation was carried out by the inspector and manager to observe the quality of teaching.
- The inspector held discussions with children, staff and parents at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation. This included staff suitability checks and qualifications.
- A leadership meeting was held with 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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