

# Inspection of Little Explorers Pre-School @Pulborough

St. Marys C Of E Primary School, Link Lane, Pulborough, West Sussex RH20 2AN

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Inspection date: 10 June 2021

<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**

The manager and staff create a highly positive, nurturing and inclusive environment for all children. They get to know their individual needs closely and celebrate what makes each child unique. This helps children to feel confident, safe and valued. Children are particularly happy at pre-school. As they arrive, they leave their parents with ease outside and greet staff enthusiastically.

Children benefit from a wide range of exciting experiences to learn about their community and the wider world. For example, they learn about Pride month and read books about same-sex families. Children also discover different cultures and traditions and learn to be highly respectful of people's differences. They are kind, sociable and behave well, showing consideration for others.

The manager and staff have high expectations for what children can achieve. This includes children with special educational needs and/or disabilities and those who receive additional funding. Staff work closely with inclusion services to quickly access any extra support needed and help children with speech delay very well. Funding is used thoughtfully, such as providing free additional sessions and meals for children who benefit from them most. Children are well prepared for school and any gaps in their learning close quickly. Parents are highly appreciative of the thorough support they receive and how well their children are progressing.

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

- The pre-school has a strong and dedicated leadership team, who plan a broad, ambitious and successful curriculum for all children. They focus clearly on what children need to learn next and use exciting experiences to help them gain the skills they need for future education. For example, children enjoy regular forest school and 'beach school' sessions, where they explore, discover and investigate nature and wildlife. They learn to manage their own risks and safety as they cook with campfires, climb trees and develop strong physical skills as they whittle wood.
- Staff know the children's development well and plan a stimulating environment, which builds on their interests as well as their next steps in learning. Stories are at the heart of the pre-school and each week children focus on one in particular. This helps develop their love of books and interest in literacy. Children confidently discuss the characters, recall the main events of stories and add new words to their vocabulary. They are good communicators and use speech well to guide their play, build friendships and express their thoughts.
- Leaders are excellent teachers and support children's learning to a very high standard. For example, they teach children to recognise and copy patterns using colours from 'The Hungry Caterpillar' book. Children excitedly discuss what

colours come next and showed strong problem-solving skills. Less experienced staff support children's play and learning well, overall, and provide positive and encouraging interactions. For example, they encourage children to count as they scoop sand into buckets and to find objects around the room beginning with different letters. However, staff sometimes stop children abruptly for changes in routine when they are happily engaged in their play and learning. This does not enable children to bring their play to a natural end and to fully take ownership of their own experiences.

- Leaders evaluate and reflect on the pre-school closely and are dedicated to providing high-quality provision for all children. Staff benefit from a positive and encouraging work environment and feel highly valued. Staff professional development is supported well and there are some new systems in place, such as more precise targets for improvement. However, support needs to be strengthened and embedded for newer and less experienced staff to help raise their good level of practice higher.
- The caring manager and staff know the children very well. They build warm and trusting bonds with each of them and create an encouraging, praise filled atmosphere. Children are particularly independent and enjoy taking on tasks, such as dressing themselves, preparing fruit for snack and washing their hands. Children are proud of their achievements and excitedly show staff their drawings, paintings and how they can write their name. New initiatives, such as 'helper of the day' and a 'praise tree', help children to develop strong self-esteem and confidence in their abilities.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is taken seriously at the pre-school and given a high priority. The manager and staff regularly update their safeguarding knowledge through training, discussion and staff meetings. Staff are regularly tested on their knowledge. They confidently know the signs to look out for that children's welfare may be at risk from abuse, including neglect and extreme views. The manager and staff know who to contact should they have a concern and understand the importance of working together to monitor attendance and changes of behaviour. They vigilantly provide a safe and secure environment for all children.

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

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

- embed and strengthen the support in place for newer and less experienced staff to help raise the good quality of their practice higher
- include children in changes of routine to help them bring their play and learning to a natural end.

## Setting details

<b>Unique reference number</b>	EY553529
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10133903
<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>	Mahabir, Nadia Julia Devi
<b>Registered person unique reference number</b>	RP911008
<b>Telephone number</b>	07828236756
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Explorers Pre-School @Pulborough registered in 2017. The pre-school is located in the grounds of St Mary's Church of England Primary School in Pulborough, West Sussex. It is open Monday to Friday from 8.45am to 3pm, during term time. There are six members of staff, four of whom have early years qualifications at level 3. The pre-school is in receipt of funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Ben Parsons

## 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 was given a tour of the pre-school by the manager and carried out a learning walk to discuss the curriculum.
- The manager and the inspector discussed the play activities and children's learning during the inspection and undertook a joint observation of an activity.
- The views and opinions of the children, staff and parents were taken into account during the inspection.
- The inspector observed children's play and assessed the impact of staff teaching.

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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