

Inspection of The Wittering's Village Pre - School

St. Annes Church, Church Road, East Wittering, Chichester, Sussex PO20 8PS

Inspection date: 17 September 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children and parents are greeted warmly by professional and friendly staff when they arrive. Children are keen to come in and settle quickly into the routines of the setting. Children show a positive attitude towards their play. They confidently access a wide range of well-thought-out, age-appropriate resources and activities. For example, during the inspection, younger children explored the texture of play dough as they pressed their fingers into it. Older children worked together, sticking cotton buds onto black paper to create a picture of an x-ray. Children learn about their community with visits to the local church and beach.

There is a high expectation for all children's positive behaviour. As a result, children behave well and have good attitudes towards learning. Older children show consideration for each other as they work together, discussing how they can build a hideout. Younger children are supported by staff as they learn to take turns and share when building sandcastles in the garden. Children develop strong bonds with staff, which helps to support their emotional development and confidence. Younger children seek out staff for cuddles and reassurance. Older children invite staff to join in with their play and engage in meaningful conversations.

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

- The manager and staff provide a considered curriculum with a clear vision of what they want children to learn. Staff know children well and planning follows children's interests. They gather detailed information when children join to effectively identify their starting point. Staff make accurate assessments of children's learning and what they need to learn next.
- Partnerships with parents are strong and parents praise staff. They are positive about the individual support they are given. Parents highlight the good communication they receive about their child's day and their individual learning.
- Children benefit from many opportunities to develop their literacy skills. Staff sing songs and rhymes to younger children and comment on their play. Older children enjoy listening to stories and trying to write the letters in their name. However, children who speak English as an additional language have fewer opportunities to develop and use their home language in their play.
- Support for children with special educational needs and/or disabilities is a strength of the setting. Staff ensure that children are swiftly identified and supported to ensure they access the curriculum. Staff work well with parents and other professionals to develop individual learning plans. As a result, all children are well supported in their learning.
- Staff's interactions with children are warm, caring and nurturing. They are good role models to children. Staff enthusiastically and effectively praise children for their efforts and achievements. However, at times, children are asked too many

questions, limiting their opportunity to build on and use their own ideas in play.

- The manager recognises the impact that the COVID-19 (coronavirus) pandemic has had on children's learning and development. Additional funding is used effectively to address any gaps in children's learning. For example, additional sessions are provided over the summer term and interactive dance sessions.
- Children learn about the importance of healthy lifestyles and good oral health. Children use toothbrushes to brush shaving foam on models of teeth as they discuss when they should brush their own teeth. Staff work with parents to ensure children receive healthy lunches and snacks. Children grow and explore their own fruits and vegetables and learn the importance of washing their hands.
- The manager and staff regularly reflect on their practice and assess the quality of the setting. Online training is undertaken that is targeted to enhance practice. Staff receive consistent one-to-one meetings and supervisions to support their ongoing professional development. Staff state that they feel well supported by the manager.
- Children enjoy taking part in physical play outside. They confidently use bicycles and ride-on toys, avoiding obstacles well. Older children are actively supported to take risks in their play. For example, under the supervision of staff, they find out the different ways that they can go up and down the slide.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are knowledgeable about child protection. They have a secure understanding of their roles and responsibilities to keep children safe. Staff know how to identify, respond to and manage any signs that might suggest a child is at risk of harm. They have an understanding of wider safeguarding issues and know who to contact if they have a concern. Staff undertake daily checks indoors and outdoors to ensure that children play in a safe environment. The manager has effective procedures in place for the recruitment and induction of new staff to help ensure staff's suitability.

What does the setting need to do to improve?

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

- develop staff's understanding of how to question children to avoid limiting children's ability to develop and follow their own ideas in play
- strengthen opportunities for children to share their home language and culture within the setting.

Setting details

Unique reference number	2502036
Local authority	West Sussex
Inspection number	10191557
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	30
Number of children on roll	33
Name of registered person	The Wittering's Village Pre-School Ltd
Registered person unique reference number	2502035
Telephone number	07715239522
Date of previous inspection	Not applicable

Information about this early years setting

Witterings pre-school registered in 2018. It operates from St Anne's Church Hall, Witterings, West Sussex. The pre-school opens Monday to Friday from 7.30am to 9pm for the breakfast club and 9am to 1pm for the pre-school. There are eight members of staff, five of whom hold appropriate early years qualifications from levels 3 to 4. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kerry Bentley

Inspection activities

- This is the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector carried out one joint observation and evaluated the quality of teaching and learning.
- Parents, children and staff shared their views with the inspector during the inspection.
- A meeting was held with the manager and the inspector. She reviewed a variety of documents, including qualifications, first-aid certificates and policies.
- A learning walk was completed with the manager to understand how the setting operates and how the curriculum is organised.

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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