

Inspection of Pound Hill Pre-School

Community Centre, Worth Road, Crawley, West Sussex RH10 7EP

Inspection date: 21 September 2021

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Although there are some weaknesses in leadership and management, children eagerly wait at the pre-school entrance to start their day. They are happy, settle quickly and choose where to play in the well-planned learning environment. Staff have high expectations of all children, including those with special educational needs and/or disabilities and those who speak English as an additional language.

Children enjoy listening to their favourite stories in different languages and excitedly recall what comes next. Children are beginning to learn that stories have a beginning, middle and end and are developing early literacy skills. Occasionally, during group times, children become distracted and lose focus on what is being taught.

Children are becoming independent in their self-care routines. Overall, children behave well and respect their environment, however, they do not receive consistent support to develop an understanding of why rules are in place. Children learn to balance on beams and use binoculars to explore the world around them. They excitedly point out aircraft as they fly overhead and engage in discussions with staff about where they are going.

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

- The manager has implemented changes that have had a positive impact on the quality of education. She has also developed the procedures for recording safeguarding concerns and incidents, to make sure records are secure and organised effectively.
- The manager offers staff support, coaching and supervision to develop their practice. Staff complete regular training to continually improve teaching practices. However, the provider has failed to fulfil her roles and responsibilities to ensure that the manager receives the required support. Furthermore, she has not notified Ofsted of changes to committee members, in order to complete the relevant checks. This is a breach of legal requirements and may have an impact on children's safety and well-being. However, committee members are not left unsupervised with children.
- Staff understand how children learn and develop. They gather detailed information about children before they start and use assessment to review where children are in their learning. Staff have a good understanding of child development and sequence the curriculum well. They work well with parents and target additional funding for children successfully, to help close any gaps in their learning.
- Staff provide opportunities for children to persevere in developing new skills. For example, staff demonstrate how to hold scissors safely and children proudly

show staff they can use the scissors independently. They quickly gain the skills and knowledge needed to prepare for the next stage in their education, including school.

- The outdoor space supports the intentions for the curriculum well. The environment provides plenty of opportunities for children to develop language and communication skills. Children use the pegs to hang clothing on a washing line and staff introduce words, such as 'squeeze' and 'pinch', to develop children's vocabulary.
- Children enjoy exploring the mud kitchen as they develop friendships with their peers. They use their imagination to develop their play and express their ideas confidently. For example, as they add leaves to the mud, children ask, 'can you look after my stew and stir it while I get some more ingredients?'. Children develop a positive sense of themselves.
- Staff do not fully consider the organisation of group times to meet the learning needs of all children. For example, some activities involving large groups of children are not effective in keeping every child engaged.
- For the most part staff, are consistent in their approach to behaviour management. However, at times, staff do not consistently provide children with a clear explanation of why these rules are in place. The lack of explanation does not support children's understanding of the impact their behaviour could have on others.

Safeguarding

The arrangements for safeguarding are effective.

The manager takes the lead for safeguarding. She has a secure knowledge of her roles and responsibilities to offer advice and support for staff. She ensures that staff are suitable to work with children through robust recruitment and induction processes. Staff have a good understating of safeguarding matters and how to protect children who may be at risk from extreme behaviour or views. They work closely with other agencies to meet the needs of all children. Staff deploy themselves effectively to ensure children are well supervised. They complete regular risk assessments to minimise or reduce any risks to children.

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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ensure that appropriate arrangements are in place for the management committee to understand their roles and responsibilities, including providing support and supervision to the manager and when to make notifications to Ofsted of any changes.	29/10/2021
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To further improve the quality of the early years provision, the provider should:

- support staff to help children develop a greater understanding of behavioural expectations
- review group times to consistently plan for all children's learning needs.

Setting details

Unique reference number	113660
Local authority	West Sussex
Inspection number	10132163
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	2 to 4
Total number of places	45
Number of children on roll	50
Name of registered person	Pound Hill Pre-School Committee
Registered person unique reference number	RP906601
Telephone number	07765245933
Date of previous inspection	19 November 2019

Information about this early years setting

Pound Hill Pre-School registered in 1989. It is situated in the Pound Hill Community Centre in Crawley, West Sussex. The pre-school is open on Monday to Friday from 8.30am to 2.30pm, during term time only. A team of 12 staff work with the children, 10 of whom hold appropriate early years qualifications. The manager is qualified to degree level. The pre-school accepts funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Lisa Parker

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 manager explained the pre-school curriculum during a learning walk with the inspector.
- The manager and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- The inspector held discussions with the manager and staff at appropriate times throughout the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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