

Inspection of Potter's House Preschool

Yapton Scout Hut, Drove Lane, Arundel BN18 0EB

Inspection date:

11 November 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children do not make the maximum progress they are capable of due to weaknesses in the implementation of the curriculum. The quality of education children receive is variable, and learning is more incidental than purposeful. The manager has identified areas that children need support in due to the impact of the COVID-19 pandemic. However, not all staff engage with children in daily routines to develop their language skills well. Despite this, children show they are settled and secure. They are confident to separate from their main carers when they arrive at nursery.

Children are enthusiastic to explore the large outdoor environment and seek out friends to access a range of open-ended resources to facilitate their play. For instance, children enjoy exploring in the mud kitchen and use mud, water, twigs and hay to create mixtures. They delight in tipping, pouring and mixing using a variety of different containers as they pretend to make tea. Children behave well and have a positive and resilient attitude to learning. For example, children do not give up when trying to work out how to use a water dispenser to pour drinks. They have positive relationships with friends and help each other at the drinks station.

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

- The manager has clear intentions for what children need to learn. This has helped her to decide what the priorities are for the curriculum. However, teaching practice across the staff team is variable and not yet fully embedded. Therefore, the curriculum is not always delivered precisely enough to help children make consistently good progress.
- Some staff do not always recognise opportunities for children to build and extend on their existing learning. Furthermore, children are not always supported to develop their language skills within their play and daily routines. At times, staff do not provide children with enough high-quality interactions to challenge them.
- Leaders do not ensure that all children are supported to achieve the highest possible outcomes across the nursery. Staff complete the required progress checks for children between the ages of two and three years old. However, they do not always act swiftly enough to provide targeted intervention when they identify that children are not making expected levels of progress.
- Staff do not take all opportunities to teach and support children's understanding of healthy lifestyles. For example, prior to lunch, staff support children with handwashing, but no discussions are held with children to reinforce messages about the importance and benefits of engaging in hygiene practices. Furthermore, staff do not actively engage in discussions to help children learn how healthy eating affects their bodies.

- Staff support children in learning how to stay safe themselves. However, they do not help children to learn about screen time and online safety. This would empower children to know simple ways to keep safe when they may have access to devices.
- Parents comment positively about how much their children enjoy going to nursery. Children and their families are offered opportunities to participate in nursery events which contributes to children learning about their community.
- Staff set expectations for children's behaviour to keep everyone safe. Children understand how to behave and staff support them to overcome minor behavioural altercations quickly. At times, staff do not support children's emotional health well. For example, when children express they are feeling upset or cross, staff fail to acknowledge and validate children's feelings and offer 'singing' as a distraction instead. This does not give children the tools they need to learn how to regulate their emotions.
- Children are resilient in their approach to learning. Even when tasks are hard, they are persistent and keep trying until they achieve their intended goal.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead (DSL) has a secure understanding of her role. She accesses training to ensure her child protection knowledge is current. The staff team demonstrates they recognise indicators of abuse. Staff have good knowledge about safeguarding issues, including extremism, female genital mutilation and allegations. The staff team know to report any concerns to their DSL without delay. The DSL and staff are confident in knowing how to make a referral in line with local procedures, including what action to take if an allegation is made against a member of staff. The manager understands about safer recruitment processes and checks staff's ongoing suitability to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
provide coaching to improve the quality of staff's teaching practice and interactions so they clearly understand what they intend to teach and how to implement this for children to be consistently engaged	16/12/2021

take prompt and effective action to ensure that that all children with identified delays following their progress checks at age two receive intervention at the earliest opportunity.	16/12/2021
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To further improve the quality of the early years provision, the provider should:

- develop a more consistent approach to help children build on their understanding about practices that support healthy lifestyle choices around diet, hygiene and how to stay safe online.

Setting details

Unique reference number	2634340
Local authority	West Sussex
Inspection number	10203385
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	43
Name of registered person	Potter's House Preschool Limited
Registered person unique reference number	2634342
Telephone number	07981843238
Date of previous inspection	Not applicable

Information about this early years setting

Potter's House Preschool opened in 2017 and was re-registered in 2021. It operates from the Yapton Scout Hut in Arundel, West Sussex. The pre-school opens from 9am to 3pm, Monday to Friday, during term time only. The setting employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The provider is in receipt of funding to provide early education to children aged two, three and four years.

Information about this inspection

Inspector

Sherrie Nyss

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation.
- The manager and inspector completed a learning walk and discussed how the manager decided what children needed to learn through the early years curriculum.
- The inspector spoke to all staff during the course of the inspection to ascertain their views.
- The inspector spoke to parents at the start of the day to take an account of their views and experiences of the nursery.
- The inspector and manager carried out a joint observation of a group activity.
- The inspector tracked the experiences of children to establish what it is like for a child to attend the setting.
- The manager provided the inspector with documentation in line with the inspection handbook.
- A leadership and management meeting was held with the owner.
- The inspector provided feedback to the provider.

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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