

Inspection of Water Lilies Preschool

Ifield Community Centre, Dobbins Place, Hyde Drive, Crawley RH11 0PL

Inspection date: 13 January 2022

Overall effectiveness	Good
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 enjoy being at this friendly pre-school. They arrive full of smiles for the welcoming staff, happily leaving their parents at the door since the COVID-19 pandemic began. Children who are new to the pre-school are very well supported. They quickly form strong bonds with the caring staff and settle easily.

Children move confidently around the thoughtfully planned pre-school. The attractive activities reflect children's interests and meet their learning needs. Children are curious and motivated to make independent choices about what they want to do. For instance, younger children repeatedly fill a large tipper truck with bricks and laugh with excitement as they tip them out again. Children are continually praised for their individual achievements, which supports them to become confident learners. They are encouraged to be creative and explore different ways to use equipment. For example, they are excited to use model dinosaurs to print in paint, comparing the size of footprints made. Children develop control of their finger muscles, needed later for writing, as they draw, paint and use large chinks outside. Staff frequently sing songs and use rhymes to help children enjoy language and to encourage them to follow routines. Children develop a sense of belonging to the group as they sing hello to their friends. They eagerly join in with music and movement actions and sing with enthusiasm. Children learn to control their bodies, and exercise, as they jump and dance.

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

- The manager and staff have a shared understanding of how to provide good care and education. They place great emphasis on understanding and responding to the individual needs of the children and families. For example, additional funding is used to provide access to outings, or sessions at the pre-school, for children who are from disadvantaged backgrounds.
- Staff have a good understanding of children's progress. They observe children carefully and identify when they need extra support. The talented special needs coordinator works closely with staff, parents and outside professionals, such as the local authority adviser, to help ensure all children, including those with special educational needs and/or disabilities (SEND), make the best progress.
- Parents are very complimentary about the pre-school. Staff continually share information about the children's activities and progress. They use a variety of ways to do this, including home/pre-school diaries and an online system. Parents praise the supportive, happy staff and like the small size of the pre-school.
- The manager is a positive role model as she works alongside staff. Staff work together as a good team. They are encouraged to continue training and updating their good qualifications even further. Staff have had recent training to help them develop children's speech and language. However, the system of

monitoring staff practice is not sufficient to ensure staff consistently put what they have learned into practice. For example, at times, some staff use too many questions and do not give children time to process their thinking.

- Staff remind children of expected behaviour in a range of ways. They use visual prompts, such as large pictures and objects, well to support children's understanding. For example, children quickly stop and listen when staff ring a bell and show the stop sign. Older children use the sand timer to show when it is time to share toys. They generally behave well.
- However, at times, younger children are not supported to express themselves in an appropriate way or recognise the impact their actions have on others. This makes it harder for other children to remain focused on their learning.
- Staff teach children about the importance of eating healthy food, such as a fruit snack. Children know they need to wash their hands first to remove germs. They use their imagination and learn about teeth cleaning as they role play in the 'dentist'.
- Staff consistently enhance children's love of books and stories. Children listen carefully as staff read stories with expression. For instance, they recall previous learning as they share a story about the farm. Younger children cuddle onto the staff's lap and name the animals. Older children show good conversation skills as they discuss which animals eat hay and talk about their own pets.

Safeguarding

The arrangements for safeguarding are effective.

Staff attend regular training to keep their safeguarding knowledge up to date, including online training during the COVID-19 lockdowns. They understand how to protect children from harm. Staff have a good knowledge of what would be a concern and understand the procedures to follow. They know to immediately report any concerns to the manager, including those about a colleague. The manager and staff have experience of supporting families through meetings with other professionals. The manager uses comprehensive recruitment procedures, including background checks, to ensure that children are cared for by suitable adults. The premises are well maintained and clean.

What does the setting need to do to improve?

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

- review and improve the systems to monitor staff practice in order to ensure they use fully their skills and experience to support children's learning and development, particularly the development of speech and language
- provide more consistent guidance to support younger children's understanding of expectations, and help them learn how to manage their own behaviour.

Setting details

Unique reference number	EY555722
Local authority	West Sussex
Inspection number	10175204
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	32
Number of children on roll	24
Name of registered person	Water Lilies Pre-School CIO
Registered person unique reference number	RP555721
Telephone number	07539152255
Date of previous inspection	Not applicable

Information about this early years setting

Water Lilies Preschool registered in 2018 and operates from a community centre in Crawley, West Sussex. The setting opens from 8.30am to 2.30pm on Monday, Tuesday, Thursday and Friday, during school term times. It also operates from 9am to midday on Wednesdays during school term times. The group employs five members of staff, all of whom hold appropriate early years qualifications at level 2 or level 3. The manager has level 6 early years professional status.

Information about this inspection

Inspector

Sue Suleyman

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 her evaluation of the provider.
- The manager and the inspector completed a learning walk of the premises and discussed the early years curriculum.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector and the deputy manager carried out a joint observation of a group activity.
- Children, staff and parents spoke to the inspector during the inspection and their views were taken into account.

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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