

Inspection of Fishbourne Pre-School

48 Blackboy Lane, Fishbourne, CHICHESTER, West Sussex PO18 8BE

Inspection date: 28 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive at the nurturing and inclusive pre-school with great excitement. They confidently leave their parents at the door and enthusiastically greet their friends and staff. Children feel very happy, safe and secure and form strong bonds with the attentive staff. For example, children enjoy cuddles with them, share jokes and delight in telling stories about their lives. The loving atmosphere helps children to develop high levels of self-esteem, confidence and a willingness to give things a go.

Children with special educational needs and/or disabilities (SEND) and those who receive additional funding are supported very well. Those who need it receive additional support and well-tailored experiences to help close gaps in their learning. For example, children with language delay are given consistent opportunities to hear and use language through small-group games. All children achieve well, regardless of their individual circumstances.

Children develop strong early literacy skills and show a keen interest in writing. They learn to recognise their names confidently and children of all ages attempt to copy their name cards. Older children form recognisable letters and show impressive control over pencils. Children very much enjoy imaginary play and confidently take on roles, such as police officer and firefighter. They use speech well to make friendships and share their ideas with each other.

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

- The manager and her deputy are ambitious and are well supported by their enthusiastic staff team. Together, they know the children very well and provide a broad curriculum, designed to help all children achieve their potential. Staff plan a good range of activities and experiences based on children's interests and what they need to learn next. For example, children develop their hand control as they thread ribbons through string and learn about turn taking as they excitedly play snap.
- Staff assess children's learning closely and quickly spot any gaps in development. They plan particularly precisely for children with SEND and use successful strategies, such as picture cards, to help children's understanding. Staff are well qualified and experienced, which helps them to meet children's individual needs confidently.
- Staff are excellent role models for children and create an atmosphere of trust, respect and understanding. Children learn to behave well. They listen carefully to staff, follow instructions happily and include others in their play. For example, as children build towers with blocks, they take turns adding the next block and celebrate their successes together.

- Overall, staff join in well with children's play and extend their learning effectively. For example, as children made their own cardboard goat from a familiar story, they were encouraged to think carefully about how their goat might look. Children confidently talked about the goat needing two eyes, two ears and one nose, and paid close attention to detail. However, staff sometimes ask children too many questions as they play and explore, which interrupts children's concentration and limits their creativity.
- Partnerships with parents are strong. Parents are very appreciative of the high levels of support their children receive. They comment how the manager and staff 'go above and beyond' to ensure children achieve. Parents are particularly pleased with the children's developing social skills and the 'lovely friendships' they make.
- Staff support children's language development very well. They use stories successfully to ignite children's interest in books, introduce new words and teach new ideas. Staff encourage plenty of conversation with children, who enjoy sharing their views and interests. Most children are confident communicators and those with language delay learn new words quickly.
- Children take pride in their achievements and persevere with tasks, such as putting on their coats and matching quantities to numbers. They develop strong mathematical skills and confidently count, compare sizes and recognise shapes as they play.
- Overall, the manager supports staff's professional development well and encourages regular discussion, research and training to support improvements. Staff feel very happy and there is a highly positive team environment. However, the manager does not focus precisely enough on how to raise the good level of staff practice higher. More tailored individual support is needed.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff regularly update their safeguarding knowledge through training, research, and discussions during staff meetings. They confidently know the signs that would give them concerns for a child's welfare, including signs of extremist views and behaviours. The manager and staff know the local reporting procedures well. They know who to contact should they have a concern and how to access outside support when needed. They know the importance of working together to monitor changes of behaviour in children and of working closely with families to help protect children from harm. The manager and staff 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:

- strengthen support for staff's professional development to focus more precisely on how to raise practice to the highest levels
- enhance staff's questioning skills to avoid interrupting children's concentration in their own play and exploration.

Setting details

Unique reference number	EY340127
Local authority	West Sussex
Inspection number	10128725
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	34
Name of registered person	Fishbourne Pre-School Limited
Registered person unique reference number	RP526485
Telephone number	01243 779298
Date of previous inspection	13 October 2015

Information about this early years setting

Fishbourne Pre-School registered in 2006. It is located in Fishbourne, West Sussex. The pre-school is open from 8am to 4pm, Monday to Friday, during term time only. There are seven staff members working directly with children, all of whom hold appropriate early years qualifications at level 3. The pre-school receives funding for the provision of early education for children aged two, three and four years.

Information about this inspection

Inspector

Ben Parsons

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 manager and has taken that into account in his evaluation of the pre-school.
- The inspector carried out a learning walk with the manager to discuss the pre-school's curriculum intent.
- The views and opinions of the children, staff and parents were taken into account during the inspection.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the manager.
- The inspector looked at a sample of documentation, including staff suitability records and qualifications.

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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