

Inspection of Goring Methodist Pre-School

Goring-by-Sea Methodist Church, Bury Drive, Goring-by-Sea BN12 4XB

Inspection date: 4 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children make close friendships with each other. Their imaginations flourish as they play together in the playhouse in the garden. As children play, they pretend they are a family and act out being poorly. They show high levels of engagement and continue their theme of play for a sustained period of time. Children listen and respond well to other children as they communicate their ideas to each other.

Children are reminded to walk inside so that they do not fall over. They understand the rules and boundaries within the setting and follow them well. Children share resources with their friends. For example, when children approach the play-dough table, other children offer them a piece of their dough, so they can participate. Occasionally, minor disagreements occur between the children. However, staff support children to resolve the situation quickly.

Children are confident and sociable. They are developing the skills they need in readiness for the next stage in their learning. Children happily speak to visitors and say that their favourite thing to do at pre-school is to 'bounce on the trampoline' and 'to use play dough'. Children's physical development is well supported. They enjoy playing in the outside area, using ride-on toys and kicking footballs. Children have plenty of opportunities to practise mark making, both inside and outside. They use paintbrushes and water to paint on the walls and chalk to draw on the path.

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

- Parents and carers share that they are very happy with the care their children receive. They comment that there is very good communication with staff where they receive regular feedback on their child's progress. Parents and carers enjoy attending a termly meeting with the key worker who shares children's strengths and achievements.
- Staff ensure that children are closely supervised. They teach children how to keep safe. For example, they encourage children to ride their bikes on the soft grass rather than on the path. However, staff have not yet developed ways to include teaching about the safe use of technology into the curriculum in order to further enhance children's understanding of personal safety.
- Children develop good independence skills. They find their name on arrival and stick it onto the board. At snack time, they pour their drinks into cups and use utensils to serve their own fruit. Staff talk to children about healthy eating and encourage good hygiene measures, such as handwashing.
- Staff listen to children's interests and plan activities that they know children will enjoy, such as sensory play. Staff combine flour and baby oil to create a soft, fluffy dough for children to experiment with. Children use the dough to fill and

empty cups and are fascinated as they try to make solid structures. However, learning intentions for activities are not always focused on children's next steps to further challenge their learning.

- The manager is committed to ensuring the well-being of her staff team. She has taken action to reduce their workload. Staff report that they love working at the setting and feel very well supported. This is reflected in the low staff turnover.
- Staff are nurturing and kind. They take the time to get to know each child and their family. Staff provide good support to children from disadvantaged backgrounds, ensuring they use additional funding to help target any gaps in children's development. For example, they have purchased a mud kitchen to promote cooperative play between children. Staff work well with other professionals, such as social workers and health professionals.
- The manager is highly reflective and strives for continuous improvement. She is committed to the ongoing training for herself and her staff team and uses this learning to improve the provision. For example, to help develop children's listening and attention skills, she has introduced special interest boxes full of objects that provide awe and wonder. She has adapted the physical environment to improve the acoustics and enable children to learn and play in a quieter atmosphere.
- Staff provide plenty of varied and exciting opportunities for the children. Children particularly enjoy making cakes in the mud kitchen. They talk about which flavours they are making and what ingredients they may need. Staff interactions with children are good, and children regularly encourage adults to join in with their play.

Safeguarding

The arrangements for safeguarding are effective.

Staff are fully aware of their responsibilities to safeguard children. They have a good understanding of wider safeguarding issues, such as county lines and domestic abuse. Staff know the process to follow if they have a concern about a member of staff. The manager ensures that there is a safeguarding policy in place and that staff are suitably vetted when they join. Staff ensure robust procedures are in place to keep children safe inside the setting, such as completing regular headcounts and ensuring outer doors are locked at all times.

What does the setting need to do to improve?

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

- ensure that learning intentions are focused on the skills children need to learn next to continually build on and extend their learning further
- incorporate teaching about the safe use of technology into the curriculum in an age-appropriate way.

Setting details

Unique reference number	EY401925
Local authority	West Sussex
Inspection number	10228519
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	30
Number of children on roll	26
Name of registered person	Goring Methodist Pre-School Committee
Registered person unique reference number	RP904605
Telephone number	01903 249183
Date of previous inspection	12 December 2016

Information about this early years setting

Goring Methodist Pre-School opened in 1972 and re-registered under the current management in 2010. The setting is situated in Goring-by-Sea, Worthing, West Sussex. It is open Monday to Friday from 8.30am until 4.30pm during term time. The setting receives funding for the provision of free early education for children aged two, three and four years. There are five members of staff, of whom four hold appropriate early years qualifications.

Information about this inspection

Inspector
Jade Orosz

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 of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The manager and the inspector carried out a joint observation during snack time.
- The inspector spoke to several parents and carers during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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