

Inspection of The Village Station Preschool

Pagham Village Hall, Pagham Road, Bognor Regis, Sussex PO21 4NJ

Inspection date: 19 July 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

Older children are very confident. They wave goodbye to their parents and carers at the bottom of the stairs and climb up independently. Children clearly know the routines well, putting their belongings away in readiness to start their day. Younger children have the support they need to settle in swiftly. For instance, they go to a favourite activity with a familiar adult when they arrive. This helps children to be ready to engage in all opportunities and experiences that staff provide for them.

Children are keen to explore. They run outdoors, eager to see what staff have set up for them to play with. They clearly enjoy fishing for toy ducks, making flower potions and exploring the sand. Indoors, children wonder at how ice melts and are creative with paints. They are enthusiastic and self-motivated during their time at the pre-school.

Children demonstrate that they have a can-do attitude. They keep on trying, such as when cutting up cereal boxes with scissors, or when putting their socks on. Children show determination. Older children are very caring with younger children. For example, they help them lift large blocks out of the storage trolley. Children show positive behaviour and attitudes to each other and their learning.

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

- The provider and manager have clear aims for the pre-school curriculum and what they want children to learn. There is a strong focus on supporting children's speech, for example. Staff are positive role models, supporting children to hear new words, such as through songs and stories. Staff hold lively conversations with children, who are learning to be effective communicators.
- Staff know the children they care for well. They understand how children learn and build on what they can already do. For example, staff use children's interest in growing plants to explore flower parts as they make potions. Children learn a variety of skills such as tearing, mixing, pouring and squeezing. Staff help children develop their physical skills effectively as they play.
- Children learn to manage their feelings and emotions effectively. Staff have recently reflected on the pre-school activities and resources, and they have developed further areas to support children's emotional well-being. Children know how to take turns, for instance, by confidently fetching sand timers to help them. Children are learning strategies to support themselves to move on to the next stage in their education.
- Children show they are learning a range of concepts and ideas from staff. For example, they understand the importance of taking the register in case the fire alarm sounds. Staff use opportunities as children play to introduce further ideas, such as talking about keeping safe online.

- Children generally know the routines of the pre-school. However, at times, these routines can disrupt the time children have for play and learning. Children wait unnecessarily as they prepare to go indoors, for example. They are not engaged in learning as staff tidy up.
- Occasionally, children's individual learning needs are not supported to the very highest levels. For instance, at times during story sessions and during daily routines, younger children need more support than is consistently given. Occasionally, staff do not have the same expectations for younger children and complete tasks for them that they could manage themselves. Younger children do not consistently have the same high-quality experiences at pre-school as older children.
- Parents talk to the inspector very positively about the support staff offer them and their children. Parents say they feel included with their children's time at the pre-school, for instance, as communication from staff is very effective.
- Staff build effective partnerships with other settings children attend and with external professionals who work with children. This supports high levels of continuity for children's care and learning.
- The provider ensures staff development is a priority to support a good-quality pre-school for children to learn in. For instance, staff have developed their skills and knowledge to support children's communication. This is seen in their practice and their confidence to help children learn new words. Staff comment positively about the support they receive from the provider and manager.

Safeguarding

The arrangements for safeguarding are effective.

The provider follows a safer recruitment process to ensure staff are suitable to work with children. She ensures all staff have the knowledge to keep children safe at all times. Staff attend regular training to keep their skills and knowledge current. They understand the signs and possible indicators of abuse. Staff know where to take any concerns they may have about children's welfare. They know how to escalate concerns if necessary, including those about other members of staff.

What does the setting need to do to improve?

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

- review and adapt routines to help children engage in play and learning to the highest levels at all times
- consider and revise how to help younger children even further so that they have the same high-quality support and high expectations from staff as the older children.

Setting details

Unique reference number	2533411
Local authority	West Sussex
Inspection number	10208522
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	22
Number of children on roll	19
Name of registered person	Ide, Emma Jane
Registered person unique reference number	RP908137
Telephone number	07856705415
Date of previous inspection	Not applicable

Information about this early years setting

The Village Station Preschool re-registered in 2019. The pre-school is located in Pagham, West Sussex. The pre-school opens on Monday and Thursday from 9am to 2.30pm, and on Tuesday and Friday from 9am to 1pm, during school term time only. There are five staff who work with the children, four of whom are qualified to at least level 3. The pre-school receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Emma Dean

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 provider and manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they intend for the children to learn.
- The inspector observed the quality of education being provided, both indoors and outside, and assessed the impact this was having on children's learning.
- The inspector talked to staff and the children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- A meeting was held between the inspector, provider and manager. The inspector looked at relevant documentation and saw evidence of suitability of staff.
- Parents shared their views of the setting with the inspector.

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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