

# Inspection of Bury Manor Pre-School

The Manor, Church Lane, Bury, West Sussex RH20 1PB

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Inspection date: 16 September 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children arrive at the pre-school extremely happy and excitable, and they are very relaxed leaving their parents. They greet staff and their friends with great enthusiasm and show excitement for their day. New children are offered additional one-to-one support. For example, they are greeted by their key worker at the door, who offers extra comfort. This helps to encourage children to engage with an activity and to settle quickly. Children's self-esteem is constantly boosted as they receive praise for their achievements, behaviour and manners.

The outstanding quality of teaching ensures that staff include every child in all experience and opportunities regardless of their stage of development. Every child's individuality is valued as a result of the staff's expert knowledge and understanding of all children's development and abilities. The pre-school's excellent communication with parents helps address any gaps in learning and supports children to catch up quickly. Children are superbly prepared to develop skills for future learning and school.

Staff promote children's communication and language skills exceptionally well. They listen intently to conversations, repeat words and sentences, introduce new words and continually extend their vocabulary. Children speak with increasing confidence and fluency, which means that they are developing secure and strong foundations for their future learning. For example, they confidently ask and answer questions while making play dough.

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

- Children's personal, social and emotional development is extremely well supported by staff. Staff recognise that some children have had no contact with others during the COVID-19 pandemic and may take longer to settle. Staff plan activities that support children to recognise and express their emotions. In turn, children are emotionally resilient from a young age, persist at tasks and are consistently eager to join in with activities. Children show high levels of independence. For example, children are very sociable during snack time; they laugh, giggle and chat with each other and staff while making their marmite or jam sandwich.
- Children develop an interest in nature and have an excellent range of interesting and exciting resources, which inspire their play and imagination. They are extremely curious and inquisitive to explore the vast outdoor environment. For example, children sow poppy seeds and explore the school woods, walled garden and amphitheatre. They learn how to care for plants and learn about the lifecycle of animals, to further stimulate their learning.
- Children have a superb understanding of how to stay safe. For example, they

show an exceptional knowledge about road safety and the importance of stopping at certain points when walking from one outdoor area to another. Older children confidently remind younger children of the rules. For example, they remind them to stop and listen when crossing roads and skilfully remind them of safety instructions while using outdoor play equipment.

- Children are tremendously motivated learners with remarkably positive attitudes to learning. They behave extremely well and are very kind and considerate to others. For example, they are thoughtful to other children, inviting them in their play and making sure they are happy.
- Staff carry out meticulous and comprehensive assessments when children join the pre-school. These identify any early concerns about a child's development. Early interventions are immediately implemented to help children quickly catch up.
- Staff provide excellent support for children to transition to other settings. They develop positive communication with schools and provide children with information about the schools to support their confidence to attend full-time education.
- Partnerships with parents are exemplary. Parents comment that they feel exceptionally lucky their children attend and feel incredibly welcome and have an excellent understanding of their child's learning and development. For example, the manager recorded various stories and singing sessions and provided home-learning ideas during the COVID-19 pandemic.
- The manager is truly inspirational. She continually reflects, evaluates and reviews everything that she and the staff do and offer. She inspires and motivates children, their parents and the staff team to achieve the best they can. She sets exceptionally high standards for herself to drive improvement and raise the quality of care and education for the children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have an extensive knowledge and understanding of safeguarding policies and procedures. They expertly demonstrate an excellent understanding of possible signs and symptoms that indicate a child may be at risk of harm. The manager implements stringent recruitment procedures. This ensures all staff working with children are suitable. Most staff have completed safeguarding and paediatric first-aid training.

## Setting details

<b>Unique reference number</b>	EY476547
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10228094
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Brooks, Tracey
<b>Registered person unique reference number</b>	RP909508
<b>Telephone number</b>	07722501416
<b>Date of previous inspection</b>	16 September 2016

## Information about this early years setting

Bury Manor Pre-School registered in 2014. The pre-school operates from a designated room within Dorset House School in Bury, near Pulborough in West Sussex. It is open Monday to Friday, 8.30am to 3pm, during term time, and 10am to 3pm, three days a week for three weeks during August. The pre-school employs nine members of staff, including the manager, of whom three have early years qualifications and two have qualified teacher status. The pre-school receives government funding for free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Teresa Colburn

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The manager and the inspector carried out a joint observation while children made play dough.
- Children spoke to the inspector about what they like doing and invited the inspector to take part in their activities, both indoors and outdoors.
- The staff and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- The inspector observed the interactions between staff and children throughout the inspection.
- The inspector spoke to several parents 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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