

# Inspection of The Learning Station Playschool

Rose Green Infant School, Hawkins Close, BOGNOR REGIS, West Sussex PO21 3LW

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Inspection date: 15 September 2022

## **Overall effectiveness**

## **Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Outstanding

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

### **The provision is inadequate**

There are breaches to safeguarding requirements at the provision. Therefore, the welfare of children is at risk. The manager does not ensure that the suitability of new staff has been fully checked before allowing them to care for children.

Despite this significant weakness, children are greeted warmly and arrive excited to begin their day. They benefit from well-organised routines that allow them to demonstrate what they know and can remember with confidence. For example, when the children sit down for group time at the beginning of the day, children explain that they must take the register, just in case there is a fire alarm. Children have access to a range of different activities that keep them busy and interested in their learning. They enjoy playing in the sand and painting patterns with water on the walls outside. Some practitioners are able to support children's learning well. For example, they intently look at bugs together and discuss where a nice safe place to put the beetle might be. However, this is inconsistent due to a poor induction process for new practitioners. They have not begun to effectively gather starting-point information for new children, which hinders planning for future learning.

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

- The manager does not follow robust recruitment procedures when employing staff. She fails to obtain references for staff working with children in the setting. This means their suitability has not been verified. Consequently, the safety of children is potentially compromised.
- The manager communicates with other settings to obtain information about children before starting with her. However, there is not a clear approach to how children's starting points are identified and shared with each child's key worker. As a result, planning for future learning is inconsistent.
- New practitioners do not undertake an effective induction period. They are allocated key children before completing much training. These practitioners, therefore, have very little knowledge about the children they are working with. As a result, practitioners are unable to support children in achieving the very best outcomes.
- Children play kindly with one another as they take turns and share toys fairly. When necessary, they remind each other of nursery rules, which include inside voices, walking feet and kind hands. Children show that they understand the behavioural expectations at the setting.
- Children put away their coats and drawings, carefully reading their names or identifying their personally selected picture. They tend to their hygiene needs alone with complete confidence. Children are developing good independence skills.

- Parents share that they are happy with the care provided. They receive daily verbal updates and can view their child's progress through an online platform. Parents also explain the variety of support the manager offers in terms of home learning leaflets and links to information about healthy eating. Parent partnerships are evident.
- Children are introduced to mathematical concepts appropriate for their age. For example, when younger children recognise a number, practitioners praise them and talk about the other numbers displayed on the cones. They then extend this to begin talking about shapes that have the same number of sides. Through this, children are engaging in some meaningful learning interactions.
- The manager has a secure understanding of how to support children with special educational needs and/or disabilities. She engages closely with the local speech and language team, who come to visit the setting to offer support when necessary. The manager supports practitioners in identifying any gaps in learning and in creating plans to share with parents.
- Practitioners share that they feel happy in their place of work. They explain that the manager always supports their well-being to allow them to have a healthy work-life balance. Practitioners have regular meetings with the manager where they can discuss any concerns they have or any further training they would like to complete.
- Children actively engage in books and stories throughout their day. Practitioners read to them enthusiastically, and children become immersed and excited as they join in with the props and cuddly toys provided. Children are developing a love of reading.
- Although some resources are available, children are not always provided with opportunities to climb, run and move freely. As a result, children are not always fully challenged to build on their larger physical skills.

## **Safeguarding**

The arrangements for safeguarding are not effective.

The manager fails to establish the safety and welfare of children by not ensuring that robust recruitment procedures have been followed. Despite having some measures in place, she does not check practitioner suitability fully before allowing them to work with children. However, practitioners have a sound knowledge of child protection and the procedures they must follow should they have any concerns. They can clearly identify the signs that may lead them to be concerned that a child is at risk. This includes a good understanding of safeguarding concerns such as radicalisation and female genital mutilation. Practitioners know how to follow the local authority reporting procedures when necessary. They also know what they must do should they ever have a concern about another adult working with children.

## **What does the setting need to do to improve?**

**To meet the requirements of the early years foundation stage, the**

**provider must:**

	<b>Due date</b>
ensure the safer recruitment of all staff by carrying out robust suitability checks before allowing them to work alone with children.	15/10/2022
ensure that new practitioners undertake an effective induction period to ensure they are fully prepared to fulfil their role and responsibilities	15/10/2022
implement an effective process that ensures information about children's starting points is gathered efficiently to allow practitioners to plan for future learning.	15/10/2022

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

- enhance opportunities available to children that allow them to explore and develop their physical skills

## Setting details

<b>Unique reference number</b>	113771
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10228020
<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>	22
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Ide, Emma Jane
<b>Registered person unique reference number</b>	RP908137
<b>Telephone number</b>	01243 263034
<b>Date of previous inspection</b>	29 September 2016

## Information about this early years setting

The Learning Station Playschool registered in 1998. It is located next to Rose Green Infant School, in Bognor Regis, West Sussex. The playschool provides care Mondays to Thursdays, from 9am to 3pm, and on Fridays from 9am to midday, during school term time only. The playschool receives funding for free early years education for children aged two, three and four years. There are six staff working with the children, including the manager who holds early years professional status.

## Information about this inspection

### Inspector

Nicola Houston

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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