

Inspection of Horam Community Pre-School

Horam Village Hall, Horam, East Sussex TN21 0JE

Inspection date: 19 October 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

Children arrive happily and are greeted at the door. With support, they hang up their bags and find their name badge to self-register. Children choose what they want to play with and engage well in the activities that have been set up for them. For example, children put on aprons and paint autumnal pictures. They talk to each other about their pictures and what colour they make when they mix the paints together.

Children have free-flow access to an outdoor space during the day. They enjoy mixing mud and water to create pretend cakes. Children are supported well to take turns and share the resources. They are encouraged to think about the other children and how to include them in their play. Children practise their physical skills and balance while outside. They bounce on large bouncy balls and are reminded how to do this safely.

Children enjoy listening to stories and staff encourage them to think about what might happen next. For example, children learn about the importance of washing their hands before mealtimes to get rid of any germs. Children help staff with some daily routines. For example, children help prepare snack. They wash the fruit and vegetables and help get the table ready. Children learn about how the produce is grown.

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

- The manager has worked hard since the last inspection to implement required changes. Staff have been supported well in order to meet the actions raised at the last inspection. For example, they have attended training to update their knowledge and skills. The manager is working with the provider to maintain these improvements.
- Staff feel well supported in their role. They have regular supervisions where they can address any concerns they have about children's learning and development. Staff have regular meetings to discuss ideas and share good practice. As a result, the quality of education is good.
- Staff understand how to support children's learning. They promote children's personal and social development well. For example, older children are learning the importance of taking turns without adult support. However, staff do not always tailor their interactions to ensure children are consistently engaged in meaningful learning. At times, children's interests are not sustained in order to build on and maximise their learning.
- Children's development is monitored regularly. Staff identify gaps in children's learning and take appropriate action. For example, they refer to other agencies such as speech and language therapists. Staff put plans in place to support

children's language while they wait for interventions. As a result, children are making progress.

- Staff use strategies they have learned on training to support children's learning and development. For example, they use some basic Makaton signs when communicating with younger children. Staff share these strategies with parents to help them encourage their children's learning at home. However, staff miss opportunities to engage in conversation with older children to further extend their language and vocabulary.
- Children's independence is supported very well. For example, they put their own wellington boots on before going outside. They wash their hands independently before and after mealtimes and they are learning to put on their coats without adult support.
- Children behave very well and know what is expected of them. For example, children know they need an apron on when painting. They understand they need to wait for their friends before starting to eat their lunch. Staff support children who need more time to understand the routine. For example, they consistently use pictures alongside verbal instructions to help children understand.
- Parents are happy with the support their children receive. They know who their child's key person is and the area of their child's development on which they are focusing. Parents feel they are able to speak to staff about any areas of their child's development, such as support around potty training.

Safeguarding

The arrangements for safeguarding are effective.

The designated leads for safeguarding know how to respond to concerns about children's safety and well-being. They know how to report to the local safeguarding partners and what to do if an allegation is made against a member of staff. The staff know how to identify if a child is at risk of harm, including if they are being exposed to extremism. Staff complete daily checks on the premises to ensure that it is safe. They encourage children to think about their own risks. For example, at lunchtime, staff remind children about eating safely and the risk of choking.

What does the setting need to do to improve?

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

- develop how the curriculum is implemented, to build on what children already know and support the different ways children learn
- use opportunities within the routines of the day to support and encourage children's language further, particularly older children.

Setting details

Unique reference number	109443
Local authority	East Sussex
Inspection number	10243351
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	29
Number of children on roll	18
Name of registered person	Horam Community Pre-School Committee
Registered person unique reference number	RP907234
Telephone number	01435 812192
Date of previous inspection	3 May 2022

Information about this early years setting

Horam Community Pre-School registered in 1977. It is located in the village hall at Horam, East Sussex. The provider receives funding to provide free early education for children aged two, three and four years. The pre-school is open between 9.30am and 3.30pm, from Monday to Friday, term time only. There are six members of staff. One of whom holds a relevant childcare qualification at level 4 and five of whom hold qualifications at level 3.

Information about this inspection

Inspector
Pippa Clark

Inspection activities

- The inspector discussed any continued 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 their children to learn.
- The inspector spoke with the nominated individual and the manager about the leadership and management of the setting.
- The inspector carried out joint observations of group activities with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery as well as children's files.
- 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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