

Inspection of The Donkey Field Pre School

Crawley Down C of E Village School, Hophurst Drive, Crawley Down, Crawley, West Sussex RH10 4XA

Inspection date: 7 December 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 are greeted warmly at this setting. Staff meet them at the gate with a smile. They are kind and caring in their interactions. Children eagerly explore the attractive and exciting environment that staff set up for them. For example, they enjoy setting up a Santa's sleigh outside, working together to build it with crates and wooden planks. Children's needs and interests are used by staff to plan interesting activities and experiences. For example, children enjoyed exploring the different ways they could pour and tip water on the 'water wall'. Children delighted in joining in with singing 'Incy wincy spider climbed up the Christmas tree', developing their listening and language skills. Staff successfully prioritise opportunities for children to develop their communication skills.

Children with special educational needs and/or disabilities (SEND) are very well supported and make good progress. Staff support and encourage children to learn new skills. For example, children enjoyed exploring different art and craft materials to make their own creations, developing their fine motor skills. Staff have high expectations of children. They encourage children to recall previous learning and skilfully use this to extend children's understanding. For example, children talked excitedly about the 'stickman' story they had heard recently, and staff encouraged children to use sticks to make 'his family', to retell the story together.

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

- Staff support children's emotional well-being. They offer children cuddles and comfort to reassure them. This develops children's self-esteem. Staff praise children's achievements, supporting their confidence. For example, children proudly share their art and craft creations with staff, which they celebrate with them and display.
- Leaders and managers are passionate about the care and learning that they provide for children. They have invested in a range of resources to support children's learning and development. For example, they have secured funding to add a sensory space to support children with SEND and to provide a quiet space for parents.
- Parents speak very highly of the setting. They report that the book and toy lending library help them to support their children's learning at home. They say that their children 'love it here' and that they can ask the staff for help at any time. They say that their children particularly benefit from the good relationship that the setting has with the school and that this supports their children with settling in.
- Leaders and managers are proactive in seeking out further training to support practice. They successfully utilise a range of free training to enhance staff's knowledge and skills. For example, all staff have recently completed autism

training, to support children with SEND.

- Children are encouraged to be independent and to make choices about what they want to do. They know the routines of the setting well. For example, they tidy up when it is snack time, helping staff to put things away. However, at times, opportunities to further support children's independence skills are not fully maximised. This means that they do not always do things for themselves that they are capable of.
- Children benefit from a range of stories and rhymes, which are plentiful. Staff have created a language-rich environment to support children's communication skills. Staff successfully use a range of language resources to enhance children's language skills further. Staff are good role models to children, showing interest in what they say and having genuine conversations with children.
- Staff plan a curriculum based on what they know about their children and their next steps. They successfully utilise the neighbouring school's library and hall to support children's skills. However, at times, opportunities to further challenge children's thinking and learning are not as focused as they could be. This results in children during transition times not being as engaged as they could be.
- Staff work well together and are very supportive of each other. They say they enjoy working at the setting. They talk positively about the regular opportunities they have to talk about the children. Newer staff report that they 'feel part of the team' and are well supported in their roles.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. Leaders and managers have robust systems in place for the recruitment and vetting of staff. They ensure that staff receive regular supervision and monitoring. Staff have made improvements to ensure children are safe and secure. For example, they have invested in new fencing and adapted the drop-off and collection arrangements. They risk assess the premises daily and have ensured that children are included in evacuation practices. Staff have secure knowledge of what they would do in the event of an allegation about them and if they had concerns about a colleague. They know how to protect children from harm, and they are familiar with the signs and symptoms of abuse. They know who to go to for advice and support.

What does the setting need to do to improve?

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

- support staff to make better use of opportunities that arise to support children's independence
- explore further opportunities for extending and challenging children's learning during transition times.

Setting details

Unique reference number	155339
Local authority	West Sussex
Inspection number	10265795
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	52
Name of registered person	The Donkey Field Pre School Committee
Registered person unique reference number	RP911055
Telephone number	01342717877
Date of previous inspection	11 June 2018

Information about this early years setting

The Donkey Field Pre School registered in 2001. The pre-school employs 13 members of staff. Of these, 12 hold relevant qualifications. The pre-school opens from Monday to Friday, during term time. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Victoria Salisbury

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.
- We carried out this inspection as a result of a risk assessment, following information we received about 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 to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The manager and the inspector carried out a joint observation during snack time.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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