

# Inspection of Beeding & Bramber Pre-School Playgroup

Village Hall, High Street, Upper Beeding, STEYNING, West Sussex BN44 3WN

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Inspection date: 9 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 know that their needs will be met in this pre-school. They know that they will be treated with kindness and respect as they form trusting relationships with staff. This allows children to develop a firm foundation on which to learn. Children enthusiastically join an outside 'sleigh ride' and discuss what reindeers would like to eat in the cold weather. They think of ways to defrost frozen spray bottles that they have found in the garden and offer a solution. They say, 'Let's put it next to the radiator to make it warm and turn it back into water.' Staff extend children's learning by making the most of these types of activities.

Children behave very well. They are courteous and kind to one another and say 'please' and 'thank you' without prompt. They persevere during activities. For example, children are supported to hold scissors correctly when cutting paper. They are praised for not giving up and positively beam when they are successful. 'Look, look!' they say as they proudly show the inspector.

The manager has highlighted areas in which some children need support as a result of the recent COVID-19 pandemic. Children take part in small intervention groups to support their communication and socialisation skills. Consequently, children are doing well in these areas. They are learning to communicate effectively, take turns and manage their own behaviours.

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

- The manager has a clear and ambitious curriculum that skilful staff deliver to support children's learning. Working with individuals and in small groups, staff extend children's learning using their knowledge of what children already know and can achieve. However, there are times when some staff are overambitious when working in small groups, and learning is not achieved for all children taking part.
- Staff provide a variety of other experiences which help children learn about the community outside of the pre-school. For example, they make regular trips to the local café, where children have the opportunity to choose from a special menu and then independently pay for their own food and drink. Experiences such as these help children to develop their independence and foster a sense of responsibility.
- There are very effective arrangements to support children with special educational needs and/or disabilities. The special educational needs coordinator ensures that all children are fully included in all activities and that parents are kept informed throughout their child's time at the pre-school. Other professionals, such as health visitors and speech and language therapists, are regularly consulted to help provide strategies to ensure children make the best

possible progress.

- Parents mention that they are very satisfied with the quality of care and education that their children receive. They comment that staff are knowledgeable, approachable and kind and that their children cannot wait to arrive at the pre-school in the morning. Parents appreciate that their children are learning independence skills and good manners and that those children who speak English as an additional language are extremely well supported and valued.
- Staff work hard to support children to develop their language. At every opportunity, children are exposed to new words in discussion, songs and stories. For instance, during a play dough activity, young children talk about how the dough feels 'squidgy' and 'stretchy', and they are encouraged to talk about what they are making. However, occasionally, staff do not give children enough time to respond when answering questions. As a result, some children do not get the chance to contribute their own thoughts or ideas.
- Children are taught about healthy lifestyles as they cut up and prepare fruit and vegetables for each other. They learn that 'milk' and 'water' are good for you and that too many sweet things are bad for your teeth. Staff comment on the healthy food items in lunch boxes and encourage children to talk about foods and activities that are healthy. Children have numerous opportunities to build on their physical and cardiovascular strength as they run, climb and jump in the outside areas.
- Children's independence skills are very well supported. Children put away their own belongings as they arrive at the pre-school, and when they want to go outside, they put on their own coats and boots. Staff encourage children to 'have a go' at putting on gloves and mittens, and children invariably attempt to do things for themselves before they ask for help. As a result, children's self-esteem and confidence are well developed and supported when they do things for the first time.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team have secure procedures to follow if they have concerns about the welfare of a child. This includes procedures to follow if an allegation is made against a member of staff or if they have concerns that a child is exposed to extreme views or behaviours. Staff know how to identify those children who may be at risk of harm or neglect and are aware of the signs and symptoms of abuse. The manager ensures that all staff complete regular safeguarding training to refresh their knowledge. The staff complete daily checks to ensure that the premises are safe for children's play and learning.

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

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

- consider more closely how to adapt small group activities to ensure all children fully engage and benefit from the learning opportunities
- give children enough time to process their thoughts and ideas when responding to questions.

## Setting details

<b>Unique reference number</b>	113374
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10263227
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Beeding and Bramber Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP522714
<b>Telephone number</b>	01903 814 856
<b>Date of previous inspection</b>	25 April 2017

## Information about this early years setting

Beeding & Bramber Pre-School Playgroup registered in 1992. The setting is open from 9am until 1pm on Tuesdays, Thursdays and Fridays and from 9am until 3.30pm on Mondays and Wednesdays. There are six members of staff, all of whom hold relevant qualifications at level 3 or level 4. The setting is in receipt of funding to provide free early years education to children aged two, three and four years.

## Information about this inspection

### Inspector

Tina Lambert

## 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 spoke to the manager, the staff team and children at appropriate times throughout the inspection.
- The manager and the inspector completed a joint observation of a planned activity.
- The inspector spoke to and gathered the verbal views of parents.
- A range of relevant records and documents were scrutinised, such as evidence of the suitability of staff to work with children and paediatric first-aid certificates.
- The manager showed the inspector all areas of the nursery and discussed the curriculum intent.

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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