

Inspection of Play Centre Pre-School

102 The Street, Rustington, Littlehampton, West Sussex BN16 3NJ

Inspection date: 19 January 2023

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

Staff provide a welcoming environment and children settle quickly at their chosen activities. Children enjoy using technology and learn how to take turns. Staff encourage them to be kind to their friends and share their toys. As a result, children are developing good social and communication skills. Children like listening to stories in the cosy corner. They lay on cushions and snuggle under blankets to get comfortable. Staff read stories with animation, which helps children to focus on the book. Children listen intently, and enthusiastically finish the sentence with the rhyming words. Staff ensure children have access to books. For instance, they provide the opportunity for children to take books home. This helps children to develop a love of reading.

Children enjoy spending time outdoors. They relish playing imaginatively in a car, made from a pallet with seats and steering wheels. Children carefully cradle dolls and say they are on their way home. They laugh and giggle with joy as they pretend to drive the car, saying, 'Beep-beep, we're home!' Children delight in playing with bubbly water. They enjoy pouring water into different-sized pots, helping to develop hand-to-eye coordination. Staff introduce simple mathematical language and narrate play to expand children's vocabulary. During the summer months, children have the opportunity to visit the beach to learn about nature.

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

- The manager is a knowledgeable and experienced early years practitioner. She plans an ambitious curriculum that builds on children's interests. The manager regularly evaluates her practice. She has a clear vision to enhance play opportunities in the outside area. This includes using funding to expand a role play area and print outdoors. Staff receive regular supervisions and appraisals to support their professional development and well-being.
- Staff know the children well and plan for learning based on their interests. For example, children are talking about going on holiday, so staff provide activities for them to learn about different countries. This helps children to understand about the world around them.
- Parents speak positively about the staff and the quality of care they provide. The key-person system in place enables staff to bond with children and plan for their learning. This helps children to settle and feel secure.
- Staff communicate well with parents. They give daily feedback at collection time and through an app. The manager provides newsletters and arranges parent meetings. Staff share next steps and report on children's progress.
- Staff encourage children to be independent. For example, children help prepare snacks and pour their own drinks. These tasks help them to develop perseverance and life skills.

- Staff promote good oral health and encourage children to eat healthy snacks. For instance, children learn to brush their teeth after eating lunch. This establishes good healthy routines for them to follow.
- The special educational needs coordinator (SENCo) applies for funding to support children's learning. She identifies children's needs and provides specific resources and targeted support. The SENCo creates individual learning plans and works effectively with other professionals. This ensures that children with special educational needs and/or disabilities (SEND) make good progress.
- Children who speak English as an additional language receive good support. Parents provide key words in their home language to aid communication. As a result, children are making good progress and developing their language skills.
- Generally, staff extend children's learning to help them develop their concentration skills. For instance, they add extra resources while children play with dough, to help develop their attention spans. However, on occasions, staff do not always recognise when some children need extra support to settle at activities and engage in meaningful learning.
- Staff support children to develop their speech and language skills. They narrate play and role model language to extend children's vocabulary. Staff listen to what children have to say and give them time to answer questions. This helps to develop children's thinking skills.
- Staff attend transitions events and teachers visit the setting. Children practise changing into their PE kits, dress up in school uniforms and stay for lunch, to help them prepare for school.

Safeguarding

The arrangements for safeguarding are effective.

Staff have completed safeguarding training. They have a clear understanding of how to record and report concerns. This helps to protect children who could be at risk from harm or abuse. The management team has secure recruitment procedures in place. Ongoing checks ensure that staff remain suitable to work with children. The manager collects information regarding children's medical needs and allergies on registration. These details are available for staff to reference in order to keep children safe. The manager completes daily risk assessments and follows procedures to report faults. Staff have completed paediatric first-aid training and keep their skills updated.

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 swiftly recognise when some children need extra help to settle at activities and engage in meaningful learning throughout the day.

Setting details

Unique reference number	113651
Local authority	West Sussex
Inspection number	10263568
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	25
Number of children on roll	58
Name of registered person	Arun Community Church Wickbourne Centre
Registered person unique reference number	RP909951
Telephone number	01903 850984
Date of previous inspection	5 May 2017

Information about this early years setting

Play Centre Pre-School registered in 1992. It operates from Arun Community Church in Rustington, West Sussex. The setting is open Monday to Friday during term time from 9am to midday, and from 12.45pm to 3.45pm. Children can also stay over the lunchtime period. The provider employs eight members of staff. Of these, the manager holds early years professional status, two staff hold appropriate early years qualifications at level 4, three hold level 3, and one holds level 2. The setting receives funding for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lisa Smith

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 special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 manager and the inspector carried out a joint observation during a group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation on request.

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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