

Inspection of Union Corner Pre-School

Union Corner Hall, Hawks Road, Hailsham, East Sussex BN27 1ND

Inspection date: 30 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children benefit from the warm bonds that they establish with their key person. They receive positive encouragement throughout the day, which helps them to learn new ideas. Children are happy and safe. They enter the nursery and confidently wave goodbye to parents and carers. Children build close relationships with each other. They are excited to see their friends and engage in chatter about the activities that staff have planned for them.

Children behave well and are keen to do things for themselves. For example, they put away their own belongings and attempt to dress themselves when getting ready to go outside. They cut up their own snack and independently spread toppings on crackers at snack time. Staff support children well to learn to play collaboratively. For example, children take turns at pushing each other on a bike. They know that they must wait before it is their turn.

As a result of the recent COVID-19 pandemic the manager has identified areas in which children need support. There has been a focus on supporting children's communication, independence and social skills. Consequently, children are now making progress in these areas. The manager has undertaken additional training to ensure that children with communication delay can receive targeted support.

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

- There have been significant improvements in the overall quality of the nursery since the last inspection. The new manager and her team have conscientiously and effectively reflected on their practice. They continue to strive for improvement. For example, the manager carries out regular meetings with the staff to highlight areas for support, such as access to training. Staff mention that they are happy to work in such a 'caring team'.
- Partnership with parents is good. They comment that the feedback is very good and that they find the regular parents' evenings very informative. Parents look forward to seeing and hearing about what their children have been learning. They appreciate the ideas on how to support children's learning at home.
- Children make good progress in their development. Staff have a strong understanding on what children need to learn next and they plan for this. They monitor children's development and swiftly identify the children who are at risk of falling behind. Children are given individual support plans to help close any gaps in their learning.
- On most occasions staff effectively extend children's learning. They model language and narrate activities. Children's vocabulary is very well supported through a range of books, singing and conversations. However, some staff are not consistent in supporting children to think of new ideas during free play. As a

result, there are times when learning is incidental rather than purposeful.

- Staff give good support to children's mathematical language. They integrate words such as 'large', 'smallest', 'higher' and 'fewer'. Children recognise numbers that are placed on the table as snack time. They beam with pride when staff praise them for counting out pieces of cheese and apple. 'That says three. I have three!', they exclaim.
- Children successfully persevere during activities. For example, they keep on trying to find which key opens a door when completing a puzzle. 'I have done it look!' they proudly tell the inspector. As a result, children are proud of their accomplishments which helps to raise self-esteem and confidence.
- Children have plenty of opportunities for physical play. They ride bikes and balance on beams, which supports their core strength. Children eat healthy snacks and bring in healthy lunches from home. However, during these routines, staff do not discuss which foods are beneficial to our bodies and how children could make healthy choices. As a result, children do not consistently gain an understanding of healthy lifestyles.
- Children have many experiences to self-direct their play. For example, they make full use of a 'doctor's surgery' that staff have set up for them. Children enjoy pretending to make each other well. They wrap bandages around the staff and cuddle them. Children ask staff how they are feeling and engage in discussions about their feelings. As a result of these discussions, children's emotional health is supported well.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of symptoms and situations that might cause concern that a child may be at risk of harm. This includes the signs that may show that children are at risk of being exposed to extreme views and behaviours. Staff know how to report a concern to the safeguarding lead. They know how to follow the local authority procedures. Staff vigilantly supervise children to keep them safe. The premises are secure at all times.

What does the setting need to do to improve?

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

- target support in the staff team so that a high level of learning and engagement is consistent across the whole preschool
- build on learning opportunities as they arise to extend children's understanding of making healthy choices.

Setting details

Unique reference number	109533
Local authority	East Sussex
Inspection number	10236873
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	30
Number of children on roll	30
Name of registered person	Union Corner Pre-School Committee
Registered person unique reference number	RP517862
Telephone number	07980 424579
Date of previous inspection	14 March 2022

Information about this early years setting

Union Corner Pre-School registered in 1982. It operates from a community hall in Hailsham, East Sussex. The setting opens five days a week, during school term times only. Opening times are from 9am to 1pm on Tuesday, and 9am to 3pm on Monday, Tuesday, Wednesday and Thursday. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs six staff, five of whom hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Tina Lambert

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 setting.
- The manager and the inspector carried out a learning walk together.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff and children spoke to the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector took into account the written and verbal views of the parents.

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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