

Inspection of The Learning Station Playschool

Rose Green Infant School, Hawkins Close, BOGNOR REGIS, West Sussex PO21 3LW

Inspection date: 31 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 Inadequate

What is it like to attend this early years setting?

The provision is good

Children arrive happy and are warmly greeted by the manager and staff. They settle quickly and show confidence as they approach a variety of different play experiences. For example, children learn how to keep themselves safe as they practise using small tools to chop up carrots. They have positive attitudes to learning as they persevere and show resilience to keep trying. Furthermore, this experience helps children to develop their physical skills. They delight in their success and use the carrots to support their imaginative play and make soup.

Children form positive relationships with adults and peers. They play cooperatively together and behave well. Children show kindness and respect to one another. For instance, they share resources with their friends and demonstrate that they understand the setting rules. Furthermore, children use sand timers to work together to take turns. They comment, 'When the sand runs out it means it is my turn.'

Children receive support to develop their independence skills. They use small jugs to pour their milk and put coats on to go outside. Children have exposure to a broad range of play experiences and opportunities that help build on their language skills. This includes interactive story times, action songs and open discussions to seek their views. For instance, children have been learning about animals that come out in the dark, supported by the story 'Owl babies' and learning new words such as 'nocturnal'.

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

- Since the last inspection, the highly experienced manager has made changes to processes to ensure the quality of the provision has improved. All staff identify and prioritise what children need to learn. The manager and staff team have high expectations for all children who attend. Children enjoy an exciting range of experiences that support a broad and balanced curriculum. This builds on their interests and individual needs based on what they already know and can do. This helps children to develop new skills and knowledge, to help contribute towards reaching good outcomes ready for their next stage of education.
- Children show interest in the natural world. Staff provide meaningful experiences to support children's learning. For example, children are keen to talk about what they know about caring for living things. They excitedly share information about the setting's pet tortoise, including the food tortoises eat, how to handle their pet gently and stroking the shell. Children talk confidently about tortoise features, including how it hides its head when it is scared.
- Children participate in a virtual tour of the Natural History Museum to expand their interest in dinosaurs. Staff recognise the importance of supporting children

with online safety. They use group time discussions and supportive stories to help children learn how to keep themselves safe.

- Children have a vast number of opportunities to develop their physical skills. They demonstrate confidence and practise using resources so they can learn how to move their bodies in different ways. This includes navigating large apparatus and balance beams, and working out how to go down ramps on trikes safely. Furthermore, children have exposure to different tools, including tape dispensers and scissors, to manipulate materials to their desired effect.
- The manager is working closely with her staff to provide support through supervision and training to build their ongoing professional development. The focus has been on positive engagement and interactions with children to work on enhancing language and vocabulary skills to the highest level. There are many strategies that are working well, including a lending library that parents can access. This contributes towards children having good levels of language. However, on occasion, some staff do not pause long enough for children to think and respond after asking a question, to challenge children's thinking.
- Families and children who speak English as an additional language receive support from the setting. This includes using agencies to translate information to families. Staff use strategies including simple language, gestures and signing to help break down communication barriers. However, language about transitions in the routine can occasionally be misunderstood by children and can impact on their understanding. Despite this, children who speak English as an additional language are settled well in the provision.
- Children with additional needs receive timely support. The special educational needs coordinator and staff ensure that children who need extra help have plans in place to help them catch up. Staff work closely with families who require additional support, to ensure referrals are submitted in a timely way.
- Parents and carers speak very positively about the setting. They indicate a real sense of community and how they receive good levels of communication regarding the progress their children are making.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the manager has revised the safer recruitment and vetting procedures to ensure processes are in place and robust. This means staff who have access to children have their suitability assured. The manager understands her role and responsibilities as the designated safeguarding lead. She knows the process to make a referral in line with local procedures if there is a concern that a child may be at risk. The manager ensures staff complete training to keep their awareness of child protection issues up to date. Staff recognise signs and symptoms of abuse and neglect and have a secure understanding of a variety of different safeguarding issues. The manager ensures that children learn how to keep themselves safe when accessing the internet, and provides materials to support parents with online safety. All staff are clear about the process to follow if they have a concern about a colleague's conduct, and the reporting procedures.

What does the setting need to do to improve?

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

- build on staff's questioning techniques so they consistently give children time to think and respond, to develop their language skills further
- strengthen even further the strategies for supporting children learning English as an additional language, to aid effective communication.

Setting details

Unique reference number	113771
Local authority	West Sussex
Inspection number	10259139
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	22
Number of children on roll	36
Name of registered person	Ide, Emma Jane
Registered person unique reference number	RP908137
Telephone number	01243 263034
Date of previous inspection	15 September 2022

Information about this early years setting

The Learning Station Playschool registered in 1998. It is located next to Rose Green Infant School, in Bognor Regis, West Sussex. The playschool operates Monday to Thursday from 9am to 3pm, and on Fridays from 9am to midday, during term time only. It receives funding for free early years education for children aged two, three and four years. There are seven staff working with the children, including the manager, who holds early years professional status.

Information about this inspection

Inspector

Sherrie Nyss

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 inspector observed the interactions between children and staff, and assessed the impact of teaching on children's learning.
- The manager completed a learning walk and joint observations with the inspector to explain the nursery's curriculum and assess the quality of teaching.
- Staff spoke to the inspector about their role, knowledge of their key children, training opportunities they have and the procedures they follow to keep children safe.
- Parents were invited to share their views about the setting.

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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