

Inspection of West Hoathly Community Pre-School

North Lane, West Hoathly, East Grinstead, West Sussex RH19 4QG

Inspection date: 8 February 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

Children thoroughly enjoy their time in this well-organised, friendly pre-school. All children, including those with special educational needs and/or disabilities, are well supported by the kind and caring staff. Children quickly make friends and become part of the small pre-school 'family' that is a valued part of the village community. Children play well together, helping each other, sharing and taking turns when needed. They follow the familiar routines of the day and picture timetables that help them feel safe and secure.

Children benefit greatly from the clear focus on developing their language and literacy skills. For example, they learn to recognise their name as they find their card to self-register. Children take home books to help develop a love of reading and strengthen partnership working with parents. In the pre-school, they are completely engaged and motivated by the well-thought-out activities, carefully planned to encourage conversation and listening. Children have fun as they learn new skills and knowledge. For example, children learn how to record their voices and laugh with excitement as they hear them played back. They call to their friends to come to the 'café' and happily include staff in their imaginative role play.

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

- Staff use a range of positive strategies to help children understand and regulate their behaviour. They are skilful at supporting children when they occasionally struggle in their interactions with others. Staff recognise and anticipate the times some children find difficult, such as sitting together for group activities. They consistently use picture clues or distraction with comforting toys and equipment to help children manage these times well. Children understand the clear expectations and learn to behave very well.
- Children show high levels of concentration. For example, they spend some time moving coloured water to and from different sized containers. Children discover new colours and strengthen their fingers as they use spoons and squeeze pipettes to pick up the water and mix it. However, at times during child-led play sessions, staff do not act on opportunities to extend children's learning further, particularly for the most-able children.
- The well-qualified manager has very good knowledge and understanding of what children need to learn and achieve. Staff observe children and know the children's individual interests and learning needs very well. They help children to link learning and build on previous knowledge and skills. For example, following an outdoor adventure in the woodland, children choose to revisit the story 'We're Going on a Bear Hunt'. Staff add inviting sensory props, such as water sprays, to engage all children. They listen carefully and learn new vocabulary and how stories work.

- Generally, children's self-help skills develop well. They wash their hands, serve their own snack and pour their own drinks. They are beginning to put on their own outdoor clothes before going in the garden. However, there are times when staff do things for children that they are able to do themselves. For instance, children do not pick up aprons dropped on the floor or collect water they need in the garden. Children are not consistently encouraged to be independent.
- The inspirational manager and dedicated staff work together as a strong team. The manager has a very clear plan for ongoing improvements to benefit the children. For example, she helps staff feel confident to use signing to support all children's speech and understanding of language. The manager actively promotes staff well-being and they report they are happy in their work. Staff take advantage of a good range of training to update knowledge, skills and qualifications further.
- The manager and staff form strong partnerships with parents. They consistently give parents advice and ideas when needed. For example, parents are supported to understand the damage dummies can do to children's teeth and speech. Parents are invited into the pre-school for special events and to share their own skills with children and staff. Parents praise the good online communication and the additional activities available for the children, such as weekly football coaching.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff treat children's well-being as a priority. They attend training to keep their knowledge of safeguarding and first aid up to date. Staff know what to do if they have concerns about a child's welfare. The manager and staff discuss any additional support children or families may need, so that all staff can give the same continuity of care. The manager would act quickly in response to an allegation against a member of staff. She carries out risk assessments to help ensure the children can play safely. The equipment is well maintained and the premises are secure.

What does the setting need to do to improve?

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

- strengthen staff teaching skills to help them consistently support and extend children's learning when they are exploring their own play ideas
- provide consistent opportunities for children to fully develop their self-help skills.

Setting details

Unique reference number	113823
Local authority	West Sussex
Inspection number	10264538
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	3 to 4
Total number of places	24
Number of children on roll	20
Name of registered person	West Hoathly Community Pre-School Committee
Registered person unique reference number	RP522476
Telephone number	07941 252263
Date of previous inspection	19 June 2017

Information about this early years setting

West Hoathly Community Pre-School registered in 1992. It operates from a parish hall in West Hoathly, West Sussex. The pre-school is open on Monday to Thursday from 8.45am to 3pm. The setting receives funding for the provision of free early education for children aged three and four years. The setting employs four staff all of whom have an appropriate qualification at level 2 or above. The manager is a qualified teacher.

Information about this inspection

Inspector

Sue Suleyman

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 her evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 inspector spoke to parents, staff and children 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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