

Inspection of Maidenbower Pre-School Playgroup

Maidenbower Community Centre, Harvest Road, Crawley, West Sussex RH10 7RA

Inspection date: 22 February 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the welcoming and inclusive pre-school. They show they feel safe and secure as they readily snuggle into staff and share books. Children develop positive relationships with the staff and their friends. They sit together, excitedly exploring trays of lentils. Children develop their fine motor skills as they use scoops to fill and empty containers. They are eager and confident to explore the activities on offer. For example, children wrap soft toy animals up in blankets and pretend to listen to their hearts with stethoscopes.

Children develop a range of skills, such as when they use writing tools and paintbrushes confidently to paint and draw. Younger children proudly show their attempts to balance, crawl and jump while moving around an obstacle course. Older children sort and match different baby animals to their mothers. Children are excited and fully engage in the wide range of activities provided for them. For example, they have opportunities to develop their small-muscle skills when they draw letters in their name. Children giggle continuously as they play and share stories of their home lives with staff.

All staff have high expectations of what children can achieve. All children, including children with special educational needs and/or disabilities and those who speak English as an additional language, make good progress in their learning.

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

- Partnerships with parents is good. Parents are very happy and say that their children make good progress, particularly with their speech, confidence and behaviour. Parents report that they appreciate the daily verbal feedback and the activities given to them to support children's learning at home.
- Children's behaviour is good. Staff teach children from a young age to share and take turns. For example, when using electronic devices, they encourage children to take turns by using sand timers.
- Staff celebrate diversity with the children. For example, they read a range of stories and celebrate festivals that are relevant to the children. Staff work hard to help children celebrate each person's unique qualities through regular discussions. Staff learn keywords in children's home language to help them feel included and valued.
- Staff are effective at keeping the children safe while they use and watch electronic devices at pre-school. However, the manager and staff have not fully considered how to help children develop an age-appropriate understanding of the risks of using digital technology, and where to get support if they need it.
- Staff support children's understanding of oral health through discussions about brushing teeth as part of the daily routine. Children gain a secure understanding

of practices that contribute towards good health. For example, they make decisions about what healthy snack to eat and which foods are unhealthy if eaten in large quantities.

- The manager evaluates the provision effectively. For instance, she carries out supervision sessions with staff and checks in on their well-being in regular team meetings. Staff comment that they feel valued and respected in their role. Effective systems are in place to recruit and induct new staff members.
- Staff know the children extremely well. Children learn how to interact with others and develop their social skills in larger groups, in preparation for school. For example, children enjoy action songs and learning the days of the week during whole-group carpet times.
- Children benefit from a language-rich environment. Staff provide numerous opportunities for children to hear spoken language. Children listen to stories as the staff use different voices and excitement to promote their engagement. Staff sensitively introduce new language and encourage children to join in by asking questions. However, occasionally, staff do not give children the time they need to think and develop their own ideas or answer questions independently.
- Children develop a good understanding of mathematical concepts. For example, children learn the meaning of mathematical language, such as 'full' and 'empty', as they play with lentils and containers. In addition, children are encouraged to count. For instance, children count their sandwiches and fruit during mealtimes.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff place high priority on children's safety. They have a clear understanding of their roles in keeping children safe and protecting them from harm. The manager and staff are aware of possible indicators of abuse, including issues such as domestic violence, radicalisation and physical abuse. They are aware of the local procedures they must follow to report any safeguarding concerns. They routinely check resources and the environment to ensure that they remain safe. Children are supervised as they play and during mealtimes. Sleeping children are checked regularly.

What does the setting need to do to improve?

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

- teach children how to keep themselves safe while using digital devices
- allow children the time they need to develop their own ideas and respond to questions asked of them, to help develop their thinking skills even further.

Setting details

Unique reference number	113593
Local authority	West Sussex
Inspection number	10263297
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	2 to 4
Total number of places	44
Number of children on roll	44
Name of registered person	Maidenbower Pre-School Playgroup
Registered person unique reference number	RP910014
Telephone number	07580018496
Date of previous inspection	27 April 2017

Information about this early years setting

Maidenbower Pre-School Playgroup registered in 1992 and is located in Crawley, West Sussex. It opens on Monday to Friday, from 8.45am to 2.45pm, term time only. There are seven members of staff, five of whom hold an early years qualification. The setting receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Bev Boyd

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.
- During a learning walk, a discussion was held about how the learning is organised and planned for the children.
- A joint observation was carried out by the inspector and the manager.
- The inspector spoke to the children throughout the inspection.
- Parents provided verbal feedback during the inspection. The inspector took account of all of their views.
- The inspector viewed documents, such as suitability checks, the safeguarding policy and first-aid certificates.

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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