

# Inspection of Browns Lane Preschool

Browns Lane Pre-school, Browns Lane, Storrington, Pulborough RH20 4LQ

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Inspection date: 8 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children receive a warm welcome from staff when they arrive at the pre-school. Younger children are settled by their parents and staff use this opportunity to speak with them to share important information. For instance, they provide leaflets with advice regarding children's health and well-being. This includes, toilet training, use of dummies and healthy eating. This helps children receive consistent support from parents and the pre-school relating to their self-care. Older children enjoy focused activities. For example, they relish exploring balls of ice. Staff support children's play and explain how to make ice. They encourage children to describe how the ice feels, which promotes their thinking skills well.

Children benefit from staff's high expectations for their behaviour. Children play together well and staff sensitively support children who need help to share toys and resources. They act swiftly and speak calmly to comfort children. This creates an environment that helps children feel comfortable and safe.

Children thoroughly enjoy taking part in group time and enthusiastically join in to sing familiar songs and rhymes. Children giggle and squeal with delight as staff use puppets to keep them focused and engaged. This helps develop children's listening and attention skills, which are in line with their age and stage of development.

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

- Staff implement successful settling-in procedures. For example, they meet with parents and organise short sessions to help children settle when they join the pre-school. Staff get to know the children well and identify their interests to plan activities. As a result, partnerships with parents are well established from the outset and children are keen and eager to learn.
- Staff support children's speech and language development well. For example, they speak clearly and ask open-ended questions. As children are curious and explore resources, such as a treasure chest with sparkly gems and gold coins, staff introduce interesting words. This helps to promote children's expanding vocabulary.
- Children enjoy playing with malleable materials, such as play dough. This helps develop their fine motor skills and hand muscles in preparation for early writing. They draw pictures using a variety of writing tools and proudly show their creations to staff, describing the marks they have made. For example, 'I've made a picture of mummy with glasses on.'
- The special educational needs coordinator (SENCo) identifies children who need extra support effectively. She works with professionals, such as the health visitor and speech and language therapist, to seek advice and guidance. This is helping to ensure that all children make progress.

- The manager uses extra funding to provide rich experiences for all children. For example, children learn about the wider world, such as by visiting a nature reserve and learning about pond life. They have opportunities to visit and join the library, borrowing books. This enhances the curriculum offer.
- Staff intend to promote children's independence in the curriculum. However, they are not fully effective at implementing this in practice. For example, staff do not recognise opportunities to help children practise some hygiene procedures, such as nose wiping, and at times they do not recognise when they can help children to contribute to routines, such as preparing for snack time. This does not fully support children to learn self-care skills and learn how to manage their personal needs effectively.
- Staff frequently provide opportunities for children to practise counting objects in their play. However, they do not fully consider how to help children to apply this knowledge and make links between number and other concepts to embed their understanding. This impacts the progress some children make in mathematics.
- The manager provides a good level of support for staff. For example, she completes a regular cycle of staff supervisions and staff report that they feel well supported within their staff team. The manager identifies appropriate areas for professional development, linking to teaching skills. For example, staff learn more about how to teach letters and sounds to further support children's early literacy skills. This is helping older children to be well prepared for their eventual move on to school.

## Safeguarding

The arrangements for safeguarding are effective.

The manager has a robust recruitment process in place and completes pre-employment checks to ensure that adults are suitable to work with children. Staff have completed safeguarding training and know how to keep children safe. They have knowledge of the signs that could indicate that a child is at risk from harm or abuse and know how to record and report their concerns. Staff have completed paediatric first-aid training and record accidents appropriately. Procedures are in place to protect children who have allergies and intolerances. Risk assessments are completed regularly to ensure that the premises and equipment are safe to use.

## What does the setting need to do to improve?

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

- strengthen routines and teach children the sequence of skills and knowledge that they need to securely establish their independence
- increase staff support to help them understand how to help children make links between number concepts in their play more successfully.

## Setting details

<b>Unique reference number</b>	2658899
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10281590
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Wheatley, Danielle
<b>Registered person unique reference number</b>	2658898
<b>Telephone number</b>	01903 746592
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Browns Lane Pre-School re-registered in 2021 due to change of ownership. It operates from the Guide Hall in Storrington, West Sussex. The pre-school employs six members of childcare staff. Of these, four staff members have an appropriate early years qualification at level 3 or above. The pre-school opens from 9am to 12pm on Monday and Thursday. On Tuesday, Wednesday and Friday, it operates from 9am to 3pm. A breakfast club operates from 8.15am on Tuesday, Wednesday, Thursday and Friday. The provider receives funding for free early education 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 their children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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