

# Inspection of Partridge Green Pre-School

High Street, Partridge Green, West Sussex RH13 8HX

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Inspection date:

1 March 2023

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### **The provision requires improvement**

Children settle happily as they quickly get involved in activities at the pre-school. They hang their coats independently and find their name to self-register. However, children do not benefit from a curriculum that is well organised and implemented consistently. Activities available are not always well supported by staff who know how to extend children's learning. For example, when groups of children are excitedly exploring the light tray, staff are busy elsewhere and do not engage with children to build on their knowledge of shapes and colours. As a result, children often lose interest in activities and do not benefit from meaningful teaching interactions.

Behaviour is not always managed consistently. At times, children kick piles of toys and staff who are nearby do not respond to this behaviour. Furthermore, children knock over towers of bricks, which upsets children that have tried hard to build them. Children are not encouraged to consider how their behaviour may make other children feel. Through this, children are not always supported in learning about the impact of their behaviour, and children's emotional well-being is not fully supported.

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

- The leader's curriculum is not consistently implemented by staff. For example, the manager intends that staff will use plenty of opportunities to engage children in learning about numbers and mathematics. Young children who show an interest in different numbers on the wall outside are often not supported because staff are too busy with other tasks. As a result, children are not challenged to build on what they know and can do.
- Overall, staff often support children in building communication and language skills. They play simple games with children and encourage them to repeat words. However, at times, staff do not recognise how absorbed children are in imaginative play and they leave in the middle of conversations to attend to other activities. Children become disengaged in what they are doing and begin throwing porridge oats on the floor. Positive attitudes to learning are not always fostered and promoted by staff.
- Staff kindly ask children if they can change their nappies and politely remind them to wash their hands throughout the session. Occasionally, staff leave children alone on the floor waiting to be changed. This is because they are trying to help young children who have been left unsupervised with painting activities. Consequently, care practices are not always managed sensitively and are not effective in promoting children's emotional security.
- Children with special educational needs and/or disabilities (SEND), or gaps in their learning, are identified by staff. However, staff and managers fail to

recognise the importance of acting swiftly to ensure measures are put in place to support children. Consequently, children are not consistently supported in making good progress.

- At snack time, staff help children as they carefully try to cut different fruits. In addition to this, children are encouraged to find and move their picture over to the trolley to signal that they have had snack. Children are beginning to acquire independence skills.
- The manager understands the importance of reviewing staff's performance. When she identifies weaknesses in practice, she does not put effective measures in place to encourage improvement. Through this, staff professional development is not always fully supported, and standards of teaching are not raised further to support children's learning.
- The manager occasionally plans activities for children to learn about their local community. For example, she arranges visits to the fire station and talks with local dental practitioners. However, the manager does not consistently identify opportunities for children to learn about equality and diversity in the wider community. This does not equip children with knowledge about life in modern Britain.
- Staff keep in regular contact with parents about their child's learning. They invite them into the setting to discuss children's next steps. Parents explain that they are very happy with the care their children receive. Parent partnerships are strong.

## Safeguarding

The arrangements for safeguarding are effective.

The manager implements a robust safeguarding policy which she routinely shares with parents. Staff have extensive knowledge on the different areas of abuse. For example, they can clearly explain the signs and symptoms that may lead them to be concerned that a child has been subject to gender-based violence. Furthermore, staff are confident in the action they must take should they ever have a concern about an adult working with children. They are also aware of the local authority reporting procedure they must follow should they ever be concerned about a child.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
improve how the curriculum is implemented to ensure all children are supported in achieving best outcomes, including children with SEND.	10/04/2023

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

- improve how behavioural expectations are managed, to support children in understanding the impact of their behaviour on others
- enhance how staff are supported to improve their teaching skills
- enhance children's learning experiences to promote their understanding of differences and similarities between people, cultures and communities different to their own.

## Setting details

<b>Unique reference number</b>	113631
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10264937
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Partridge Green Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP904745
<b>Telephone number</b>	07880 744240
<b>Date of previous inspection</b>	30 June 2017

## Information about this early years setting

Partridge Green Pre-School registered in 1966. It operates within the village hall in Partridge Green, West Sussex. The pre-school is open between 8am and 4pm Monday to Friday. There are six members of staff. Of these, two hold level 6 qualifications, two have a relevant childcare qualification at level 3 and two hold a relevant childcare qualification at level 2. The nursery receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Nicola Houston

## Inspection activities

- This was the first routine inspection the pre-school 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 inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.

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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