

Inspection of South Nutfield Pre-School

SOUTH NUTFIELD VILLAGE HALL, Mid Street, Redhill RH1 4JJ

Inspection date: 20 April 2023

Overall effectiveness

Requires improvement

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 are happy and settled at the setting. They are independent. For example, they confidently choose what activities they would like to participate in. Staff want children to achieve well. They plan clearly what they want children to learn. However, due to inconsistencies in the quality of teaching, this curriculum intent is not always effectively implemented. Children enjoy bringing their imagination to life. For example, they draw a large road outdoors with chalk when using bicycles and cars and they enjoy making 'magical potions.'

Children learn about the benefits of healthy eating. They talk about the healthy fruits and make healthy items, such as fruit kebabs. Children follow well-embedded health and hygiene practices, such as hand washing routines.

All children have a variety of opportunities to develop their physical skills and learn to move in different ways. For instance, they build and negotiate their own obstacles, such as climbing and balancing on tyres and stepping stones. Children gain confident communication skills. For example, during regular walks in the community, they talk about what they can see and hear. This includes engaging in conversations about tractors and trains.

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

- Staff know children well and know what they like and dislike. They ensure that they establish secure and trusting relationships with children. This supports children to settle quickly into the friendly environment. Children enjoy the company of staff. For example, they are keen to seek them out for reassurance.
- Staff practice is not monitored closely enough and staff go for long periods without receiving staff supervisions and feedback on their performance. This is especially the case when the manager is absent for lengths of time. There are no effective systems in place for ensuring that they continue to be carried out by those who deputise for her. This impacts on leaders being able to swiftly identify and support those staff who need support to fully develop their teaching skills.
- Staff do not receive the individual mentoring and support they need to help develop their teaching skills. This includes limited training opportunities outside of safeguarding courses. This impacts on the quality of interactions staff provide children. During small group activities, staff interact with children well, engaging them in conversation. However, group activities become chaotic, resulting in children's initial positive attitude and eagerness towards their potential learning opportunity to become lost. This has a negative impact on children's resilience to try and achieve. This is particularly evident for children who have special educational need and /or disabilities. However, children are happy and safe, and staff do know these children well. They use some effective techniques, such as

- providing a space for children to use to feel calm if they become overwhelmed.
- Parents speak fondly of the staff at the setting and are happy with the level of communication they receive. All staff establish positive relationships with parents and make the effort to keep them well involved and informed in their children's learning. Staff visit children at their home to help get to know them before they start. This helps children settle quickly into the setting.
 - Overall, children behave well, and staff support them to develop their social skills, such as encouraging them to say please and thank you. Staff recognise and praise good behaviour. However, they do not consistently support children to understand the consequences of their actions and why they are being asked to stop. For example, when children attempt to snatch a toy off other children, they are simply told 'no' instead of being provided with an explanation as to why. At times, children do not fully understand the rules and what is expected of them.
 - All staff provide children with opportunities to learn about other people's similarities and differences outside of their own communities and experiences. This includes helping children to learn about different languages. For instance, they learn some key words in Arabic.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including the manager, have a secure and confident knowledge and understanding of all safeguarding and child protection policies and procedures. For example, they know the different signs and symptoms of abuse to be vigilant for which may highlight a potential concern. All staff know who they would contact to seek advice and how they would raise and follow up any issues. This includes understanding how to manage any allegations against staff. Staff ensure that they keep their knowledge up to date, such as completing beneficial safeguarding training. Children learn how to keep themselves safe. For example, during regular walks in the community, they talk about the rules of road safety.

What does the setting need to do to improve?

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

	Due date
support staff to improve and develop their teaching skills to ensure that they provide meaningful interactions with children to increase their knowledge and skills	26/05/2023

provide effective supervision and training to ensure that staff keep their practice current and fully understand their roles and responsibilities	05/05/2023
ensure that there is a clear staffing structure in place, and that all senior staff members fully understand and can carry out the responsibilities of their roles in the absence of the manager.	05/05/2023

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

- monitor behaviour management more closely to ensure that children understand why they are being asked to stop certain actions.

Setting details

Unique reference number	EY466930
Local authority	Surrey
Inspection number	10208771
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	26
Number of children on roll	21
Name of registered person	South Nutfield Pre School Partnership
Registered person unique reference number	RP528653
Telephone number	07817935621
Date of previous inspection	25 September 2017

Information about this early years setting

South Nutfield Pre-School registered in 2013. It is located in Redhill, Surrey. The setting is open on Monday, from 8am to 1.30pm, and Tuesday, Thursday and Friday from 8am until 3pm, term time only. The pre-school is in receipt of funding to provide free early education for children aged two, three and four years. There are five members of staff, of whom, three hold a relevant early years qualification at level 3.

Information about this inspection

Inspector

Kelly Hawkins

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 manager and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide for children.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff at convenient times and considered their views.
- The manager and inspector carried out a joint observation of an activity for making play dough, focusing on the interaction between staff and children and children's engagement.

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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