

Inspection of Joeys Pre-School

Furnace Community Centre, Ashburnham Road, CRAWLEY, West Sussex RH10 6QZ

Inspection date: 5 July 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

Friendly staff welcome children into the pre-school and support them to settle at their chosen activities. Children are happy and play cooperatively with their peers. Staff have high expectations for children's behaviour. They play alongside children and encourage them to be kind, share and take turns. This helps children to learn good social skills and consider other people's feelings.

Children enjoy physical activities and fresh air when playing outside. Staff provide opportunities that present challenge and encourage children to take risks in their play. For example, children practise their gross motor skills when negotiating a ramp, which helps to develop their balance and coordination.

Staff support children's development of speech and language skills well. For example, they repeat words clearly and expand on what children say to extend their vocabulary. Staff also provide quiet spaces so that children have the opportunity to talk and interact in small groups. This helps children to develop their listening and attention skills. To support early literacy, staff read books to children and involve them in the story. For instance, they ask children questions to help them understand the text. Staff encourage children to foster a love of books. For instance, they arrange visits from the mobile library so that children can register for a library card and borrow books.

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

- The manager plans a curriculum that follows children's interests. She has regular meetings with staff to discuss children's next steps of learning and track their development. The team identifies gaps in children's learning and provides appropriate support. For example, staff use strategies such as visual cues to help children who speak English as an additional language to learn new words.
- Parents say that staff communicate with them well and they are happy with the progress their children are making. They receive regular updates and particularly like the friendly staff and the care and support they provide for the children.
- Staff teach children to adopt a healthy lifestyle. They introduce healthy snacks and encourage children to try new foods. Staff ensure that children with allergies and intolerances eat the correct foods, which helps to keep them safe.
- Staff help children to develop an understanding of dental hygiene. For example, they talk to children about the importance of brushing their teeth. They also provide toothbrushes that children take home to show their parents what they have learned. Staff support parents to understand the importance of a good toothbrushing routine and they promote this, such as by encouraging them to register their child with a dentist.
- Staff aim for children to become independent and confident. They successfully

encourage this, such as during self-care routines. However, staff are not fully effective at identifying and using other opportunities for children to independently manage tasks. For example, staff lead snack time and do not recognise where they could encourage children to try to carry out simple tasks for themselves.

- Staff teach children about the natural world and show them how to take care of living things. For instance, children thoroughly enjoy looking after snails. They are gentle and handle them with care. This gives children responsibilities and encourages them to be considerate towards living creatures. Children show great curiosity and relish discussing food the snails can eat. Staff use these opportunities to engage in conversations and build on children's interests.
- Children develop an understanding about different faiths and cultures by learning about festivals. For example, staff arrange for children to visit the local church to celebrate the harvest festival. They also make henna patterns when learning about Eid. This helps children to develop an early understanding of their community and the world around them.
- Children with special educational needs and/or disabilities (SEND) receive appropriate help and support. Staff identify children's individual needs and work with other professionals to help children make progress. The manager uses additional funding to train staff and purchase resources to deliver specific activities that support children's speech and language skills.
- The manager carries out staff supervision sessions to identify areas for their professional development. She arranges training for staff to update their knowledge and skills to improve learning opportunities for children. For example, staff have received training to learn strategies to teach children early mathematical skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive safeguarding training and understand how to keep children safe. They know the signs that could indicate a child is at risk of harm or abuse and understand the procedures to follow. Staff know how to keep accurate records and who to contact to report their concerns. The manager carries out regular risk assessments and evacuation drills. Staff know how to respond to and record accidents appropriately. The manager has robust arrangements in place to recruit staff and check their suitability.

What does the setting need to do to improve?

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

- support staff to improve opportunities for children to practise tasks and master essential skills that enable them to be fully independent.

Setting details

Unique reference number	EY440736
Local authority	West Sussex
Inspection number	10295460
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	28
Number of children on roll	32
Name of registered person	Joeys-Preschool Limited
Registered person unique reference number	RP528886
Telephone number	07826692264
Date of previous inspection	6 December 2017

Information about this early years setting

Joeys Pre-School registered in 2012 and operates from a community building in Crawley, West Sussex. The pre-school employs four members of staff, all of whom hold relevant qualifications from level 2 to level 5. The pre-school is open from Monday to Friday, term time only. Sessions are from 9am to 3pm, Monday to Wednesday, and from 9am to midday on Thursday and Friday. The pre-school provides funded 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 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 pre-school.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector spoke with the registered individual about the leadership and management of the pre-school.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- 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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