

Inspection of Southwater Pre-School

Southwater Infant School, Worthing Road, Southwater, HORSHAM, West Sussex
RH13 9JH

Inspection date: 7 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

Children happily arrive at the pre-school. Staff support children to settle well and place a strong focus on their happiness. They provide a variety of learning experiences based on the children's interests and their existing knowledge. Children make independent choices about the activities they wish to take part in. For example, all children, including children with special educational needs and/or disabilities (SEND), enjoy mixing ingredients to make dough. Some children competently weigh out the flour and water. They carefully follow an instruction leaflet and discuss the quantities needed. Other children enjoy the sensory experience that the dry and wet ingredients provide. They become deeply engaged in the activity and learn that water makes the mixture go 'runny'. Young children add to their vocabulary as they use new words, such as 'smooth' and 'sticky'.

Children are well mannered and behave very well. They are respectful of their environment and of each other. Children are eager to help tidy away the toys and delight at being the 'special helper of the day'. They understand staff's high expectations of them. Children know that they must learn to share. They say, 'Can I have that after you please?' Adults are patient and kind. They are excellent role models.

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

- The manager has a clear vision for the pre-school. There is a broad and ambitious curriculum in place to help children, including children with SEND, to make progress from their starting points. The manager has fully considered the impact that the COVID-19 pandemic has had on some children's social and communication skills. For instance, they have provided strategies to provide more emotional support for children who are anxious and for children who experience speech and communication difficulties.
- Generally, staff support children and their learning well. They play alongside children and provide a narrative during activities, which helps to support children's understanding. However, some staff do not fully understand the purpose of some activities and they cannot extend children's learning to a higher level. As a result, some learning can be incidental rather than purposeful.
- Children enjoy sociable snack and mealtimes with their friends. Staff use times such as these to talk to children about healthy eating. Children know that fruit and vegetables help to make you 'big and strong' and say, 'Too many sweets and chocolate is not good for being healthy.' There are plenty of opportunities for children to get fresh air and exercise, and a variety of well-planned outdoor resources support children to become physically capable. Children independently wash their hands before eating and after going to the toilet and are generally competent in their own self-care.

- Children are beginning to learn early mathematical concepts. Staff use counting in everyday routines. They challenge children and then praise them when they exclaim, 'When I take two away, I have two left so I must have four!' Younger children use mathematical language, such as 'more' and 'less', when pouring water into cups.
- Overall, partnerships with parents are strong. Parents value the electronic updates and verbal feedback from staff about their children. Parents mention that the staff are very kind and friendly and know their children well. They comment that their children are excited to arrive and often talk about the exciting things they have been doing during the day.
- Children benefit from a close connection with nature and the natural world. They have daily visits to the woodland where they learn about insects and birds. Staff use these occasions to support children with their listening, investigation and recording skills. For example, children immediately stop talking as they are asked to identify sounds in the environment. They quietly say, 'I can hear a bird and an aeroplane.' Children use magnifying glasses to discover slugs and note that they look different. Children carry clipboards which they draw and write on to record their findings.
- Children have good independence skills. For example, they pour their own drinks and serve their own food. Children use cutlery independently during mealtimes. They tidy away their plates and scrape leftover food into a bin. Children find their name and put their belongings away. They freely access resources and return them when they have finished playing with them.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff fully understand their role and responsibility to safeguard children. Staff know the signs to look for if they are concerned about a child's welfare. They know the procedures to follow if they are worried about a child. Staff know who to contact if an allegation is made against a member of staff or they believe that a family demonstrates extreme views and behaviours. Staff carry out regular risk assessments of the learning environment. The manager follows safer recruitment procedures to verify that staff are suitable to work with children.

What does the setting need to do to improve?

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

- develop staff's understanding of the curriculum intentions to enable them to focus specifically on what children need to learn next.

Setting details

Unique reference number	EY416030
Local authority	West Sussex
Inspection number	10301521
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	24
Number of children on roll	41
Name of registered person	The Nursery Family Ltd
Registered person unique reference number	RP905756
Telephone number	07939241551
Date of previous inspection	5 January 2018

Information about this early years setting

Southwater Pre-School registered in 2010 and is located in Southwater, West Sussex. It is open from Monday to Friday, all year round. Sessions are from 8am to 6pm. The pre-school employs seven members of staff. Of these, four hold childcare qualifications from level 2 to level 6. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Tina Lambert

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 manager and has taken that into account in their evaluation of the pre-school.
- The manager and the inspector had a tour of the pre-school, indoors and outdoors, to understand how the early years provision and the curriculum are organised. Additionally, the manager discussed how they ensure that the premises are safe and suitable.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact on children's learning. The inspector carried out a joint observation of group activities with the manager.
- Children communicated their views about the pre-school with the inspector during the inspection.
- Parents shared their views of the pre-school with the inspector.
- The inspector held a meeting with the manager and the director of the pre-school.
- The inspector looked at relevant documentation, including paediatric first-aid certificates and evidence of the suitability of the staff working in the pre-school.

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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