

Inspection of Community Playcentre @ Walberton

The Recreation Field, The Street, Walberton, ARUNDEL, West Sussex BN18 0PJ

Inspection date: 12 July 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

The leadership team is committed to providing children with good-quality education and care. Overall, staff are skilled at providing a high level of teaching to all children, including those with special educational needs and/or disabilities (SEND). Children arrive keen to explore the environment. They demonstrate that they are eager learners as they become curious about the activities that staff have provided for them. For example, children gather materials to make a 'dirt pie' with their friends. They follow the instructions on a recipe card and count out the 'ingredients' with their friends. They say, 'We have 11. That's a lot, isn't it?'. Staff play alongside the children and provide a narrative during play. Children listen intently and recall information they have previously learned. They say, 'A crab is a bit like a spider because it has a lot of legs. Crabs live in the sea, but spiders don't.'

Children and babies have formed strong bonds with their key person. They demonstrate that they feel safe in the warm and friendly environment. Babies hold out their arms to familiar adults and squeal with excitement when tickled. Children understand the behavioural boundaries and follow the necessary routines. Staff have high expectations of children's behaviour and are excellent role models. Children are polite, kind, and friendly. They approach the inspector and invite her to join a 'picnic'. Children approach this visitor with confidence and are keen to share their views.

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

- Children enjoy time outdoors and learn to take managed risks safely. For example, they develop their physical skills and skilfully negotiate space as they ride on bicycles. Children enjoy water play. They use jugs to pour water into containers. 'Watch this explode with bubbles when I squeeze it! Whoosh, it's a volcano!', they exclaim with delight. Babies enjoy the fresh air. Staff provide sensory experiences, such as rice and sand play, which the babies explore with spoons and scoops. They encourage babies to build on their emerging vocabulary by singing and repeating words as they play.
- Staff work hard to build strong partnerships with parents. Parents speak very positively about all aspects of learning and care that their children receive. They state that the nursery is a welcoming environment and that their children's individual needs are met. Staff keep parents well informed about their child's learning. Parents and other family members comment on the progress their children make, particularly in their confidence, independence and communication. They say that their children are ready to move on to school and that transitions are excellent.
- Leaders are ambitious. They have high expectations for all children and are passionate about their roles. Leaders fully support staff to enable them to

pursue their own professional development to continue to raise the standard of teaching. However, there are times when staff do not fully understand the intent for planned activities and, as a result, learning can sometimes be more incidental than purposeful. Despite this, all children, including those with SEND, make good progress from their starting points.

- Children demonstrate a love of learning. They regularly seek out books to either read alone or to read with staff. Staff provide group activities to challenge children. For example, children sort out numbers into their correct sequence. They identify numbers of significance, with one saying, for example, 'I am four, and that's the same as me. It's a four.' Staff use these group time sessions to encourage children's contributions to discussion. However, staff do not always notice or provide interactions for children with less speech or those who play alone. Consequently, some less confident children do not benefit from the same learning experiences as others.
- Staff provide children with plenty of opportunities to develop their independence skills. For example, babies feed themselves with spoons and attempt to put on their own bibs. Older children use cutlery and put their belongings away. They have very good self-care skills. Children wash their hands before eating and after using the toilet without being prompted to do so. Staff encourage children to dress themselves and put away toys when they have finished playing with them. As a result, children's independence skills are fully supported in preparation for their eventual transition to the next stage within the nursery or school.

Safeguarding

The arrangements for safeguarding are effective.

A robust approach to safeguarding ensures that children are cared for by staff who understand their roles and responsibilities to keep children safe. All staff are familiar with the signs that may indicate a child is at risk. They understand procedures to report any concerns regarding a child's well-being. Staff know the signs that may indicate a child is being exposed to extreme views and behaviours. They know what to do if they have concerns about the behaviour of a colleague. Leaders are committed to keeping children safe. They ensure that all staff working with children have had appropriate suitability checks.

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 focus on the precise skills they want each child to gain during planned activities so that children consistently benefit from the intended learning
- target support more precisely to consistently support children's speech and language development, with particular regards to those children who are less

confident to engage during group activities.

Setting details

Unique reference number	EY496233
Local authority	West Sussex
Inspection number	10301566
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	1 to 4
Total number of places	35
Number of children on roll	63
Name of registered person	The Community Playcentre @ Walberton
Registered person unique reference number	RP901922
Telephone number	01243 931848
Date of previous inspection	11 January 2018

Information about this early years setting

Community Playcentre @ Walberton, near Arundel, registered in 2015. The nursery is open from 7.30am to 6pm, Monday to Friday, for 51 weeks of the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 13 members of staff, 11 of whom hold relevant early years qualifications. The manager has early years teacher status.

Information about this inspection

Inspector

Tina Lambert

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, the deputy manager and the inspector completed a learning walk together and discussed the curriculum and what they want the children to learn.
- 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 manager and the inspector carried out a joint observation together.
- The inspector spoke with staff and children during the inspection.
- Parents and children gave their views on the nursery.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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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