

Inspection of Emmanuel Pre School

Emmanuel Church Hall, Hawkswood Road, Hailsham, East Sussex BN27 1UG

Inspection date: 27 September 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

Children develop very positive attitudes towards learning in this friendly, welcoming and well-run pre-school. Staff make sure children develop the important skills they need for starting school. For example, children gain the confidence to try new things. They form friendships easily, as staff encourage children to be kind, respectful and caring towards one another. Children behave well. They listen attentively and enjoy sharing their news and achievements from home with their friends and staff.

Leaders plan an exciting and ambitious range of activities they know children will enjoy. They make good use of the garden area to extend children's learning. For example, children enjoy growing their own vegetables in their allotment area and watching them develop from seed. Children learn about the role of others in the community and how to keep themselves safe. For instance, as part of activities around the theme of 'People Who Help Us', children enjoyed visits from the police and lifeboat crew.

Children demonstrate how happy and safe they feel. They approach staff happily and confidently and actively involve them in their play. This leads to a very relaxed, homely and nurturing environment, where children play and explore their own ideas easily.

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

- The leadership team is strong and highly effective in ensuring good-quality provision. The management committee works alongside the manager and deputy manager and shares the same high expectations. Leaders work tirelessly to prioritise the care and learning needs of all children, including those who need additional support. Funding is used wisely. Staff are appropriately trained, and resources reflect the learning needs and interests of all children.
- The quality of teaching is good. Staff are skilled in responding effectively to what children need and want. They play alongside children and gently support their learning through effective questioning. For example, as a group of children played with large building blocks, staff helped them work out how they could steady the tower to prevent it from falling down. This encouraged children to think in detail and work together to rebuild the tower in a different way.
- Children's language skills are supported well. Older children speak clearly and engage in lengthy discussions. Staff use books and stories well to capture children's interests and imaginations. For instance, children are currently exploring many activities focused on the story of 'The Smartest Giant in Town'. They recreate the story through role play and delight in using large rolls of paper to make life-sized pictures of themselves and staff.

- Staff encourage children to develop a real love for learning. They use imaginative strategies to explore children's interests and work closely with parents to involve them in their learning. Children delight in taking home 'Georgie Bear' and sharing their experiences together when they return to pre-school. Parents confirm how happy and settled their children are and note the good levels of progress their children make.
- Children are particularly well prepared for starting school. The weekly 'Explorers group' for older children means staff can introduce children to routines they may follow at school. For example, older children practise getting dressed and undressed as they prepare for outside play. They become increasingly confident in managing toileting and handwashing routines. Children pour their own drinks and prepare their snacks confidently, and they excitedly choose a library book to take home and share with their family. These routines help to build children's confidence in a homely and safe environment.
- Staff use the setting's curriculum to teach children a wide range of skills. They explore different concepts and teach children how to manage possible dangers, such as knowing how to be safe at the beach. Staff talk to children about the importance of staying healthy, and there is a good promotion of physical activities and outside play. Although children begin to understand the importance of nutrition, some routines are not maximised to help support children's learning. For example, at lunchtime, oral health is not always explored in detail to reinforce children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff prioritise children's safety and welfare. All staff are appropriately trained in safeguarding. They demonstrate a detailed understanding of the signs and indicators of abuse and harm. Staff work closely with parents to support them in the care and development of children and take swift action if they have any concerns. There is a robust recruitment procedure in place to make sure staff are suitable to work with children. The premises are fully risk assessed and offer a safe, spacious and secure environment for children and staff.

What does the setting need to do to improve?

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

- develop further ways for children to improve their understanding of how to stay healthy, particularly around the promotion of oral health at lunchtime.

Setting details

Unique reference number	109416
Local authority	East Sussex
Inspection number	10301557
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	42
Name of registered person	Emmanuel Pre-School Committee
Registered person unique reference number	RP517859
Telephone number	07766 630334
Date of previous inspection	11 January 2018

Information about this early years setting

Emmanuel Pre School registered in 1990 and is run by a management committee. It operates from the Emmanuel Church premises in Hailsham, East Sussex. The pre-school is open each weekday, during term time, from 9am until 3pm. An optional breakfast club runs from 8am to 9pm, each morning. A team of 11 staff work with the children, seven of whom hold a relevant early years qualification. Funding is accepted for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Jo Caswell

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 inspector carried out a learning walk with the manager and deputy manager and discussed the early years curriculum.
- Staff spoke to the inspector about how they plan for children's learning and what they do to keep children safe.
- Children told the inspector what they enjoy doing at pre-school.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this has on children's learning.
- A small number of parents spoke to the inspector and shared their views of 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023