

Inspection of Amigos Multicultural Preschool

Cornerstone Community Centre, 1 Church Road, Hove, East Sussex BN3 2FL

Inspection date: 21 February 2023

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
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

There are weaknesses relating to the organisation of the committee and the arrangements to support staff. These have an impact on the fully efficient leadership and management of the setting. However, the arrangements to support children's learning and development are successful. The manager and staff plan an effective curriculum that supports all children to develop and achieve in readiness for their next stage of learning.

Children are happy to enter the pre-school. All children make good progress from their starting points. This includes children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language. Children focus well during activities and develop a positive attitude towards learning. They engage in activities that are skilfully planned by staff to engage their interest and extend their learning. Children select resources independently. They are confident to discuss their experiences with each other, staff and visitors. For example, they talk about the animals they have in the zoo that they built with blocks.

Children's behaviour is good. They develop respectful relationships with the staff and each other. Children demonstrate that they feel confident to approach staff for comfort and support. They listen, follow instruction and benefit from an effective routine. This helps children understand what is happening now and what will happen next.

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

- The provider has not informed Ofsted of changes to the committee members, to ensure relevant checks are completed to assess their suitability, as required. However, to date, this has not had an impact on children's safety or well-being, as committee members are not left unsupervised around children. The newly appointed chair of the committee does not have sufficient knowledge and understanding of her role and responsibilities. She does not have adequate oversight of the quality at the pre-school.
- Currently, many of the leadership responsibilities are carried out by the manager, who uses her skills and knowledge to ensure that the learning and development requirements are met well. However, other leadership roles, including the regular supervision and support for staff, are not completed well enough. This has resulted in inconsistencies in the implementation of some policies and working practices that have not been identified and addressed.
- The manager and staff have a clear understanding of what they want children to learn and achieve. The key-person system is effective and staff know their children well. They use this knowledge effectively to assess what children

already know and to plan for what they need to learn next. Staff provide activities that engage and support children in their learning. Children make good progress in readiness for school.

- Children with SEND and children who speak English as an additional language are supported well. Staff work with parents to collect individual information, such as basic words in children's first language, to support their communication skills. This helps children to develop the ability to communicate their needs to the staff. The special educational needs coordinator works closely with outside professionals, and parents, to provide individual, targeted plans to support children's learning and development. Funding is used effectively to provide one-to-one support. Consequently, children make good progress in their learning and development.
- Overall, staff support children's language and communication well. Staff regularly read and sing to children. They engage children in conversations and ask them relevant questions. However, staff do not consistently allow children enough time to respond to questions asked of them. This does not support children to process their thoughts and express their ideas.
- The manager and staff support children's physical development and resilience. Staff encourage children to take age-appropriate risks. For instance, staff support children to use the climbing frame in a variety of ways. Some children climb the ladder, while others use the climbing wall. Children are praised for their efforts and are encouraged to keep trying.
- Despite the lack of regular individual supervision sessions, staff say that they find the manager supportive and approachable. They comment that they have regular staff meetings in which they discuss the day-to-day life of the nursery.
- Parent partnerships are good. Parents comment positively on the care staff provide for their children. They feel that their children make good progress in their learning and development. Parents say that the manager and staff keep them well informed about their children's progress and daily activities.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a clear understanding of the procedures they need to follow if they have a concern about a child or an adult, including an allegation against a member of the management team. There are robust recruitment arrangements and the manager completes all required suitability checks on staff working with children. Staff hold relevant paediatric first-aid certificates.

What does the setting need to do to improve?

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

	Due date
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ensure that all persons with governance and oversight of the pre-school understand their roles and responsibilities	22/03/2023
ensure that Ofsted is provided with the necessary information to carry out suitability checks on all members of the registered body	22/03/2023
implement appropriate arrangements for the supervision of staff to ensure that they understand, and are able to implement consistently, all agreed policies and working practices.	22/03/2023

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

- support staff to recognise when to give children more encouragement and opportunities to process their thoughts and explore their own ideas.

Setting details

Unique reference number	130734
Local authority	Brighton and Hove
Inspection number	10264263
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	24
Name of registered person	Amigos Pre-School Committee
Registered person unique reference number	RP517669
Telephone number	07835635955
Date of previous inspection	9 June 2017

Information about this early years setting

Amigos Multicultural Preschool registered in 1993. It is situated in the Cornerstone Community Centre, St John's Church, in Hove, East Sussex. The pre-school is open during term time only, on Monday from 9am to midday, and on Tuesday to Friday from 9am to 3pm. The pre-school employs five members of staff, two of whom hold early years qualifications at level 3. The provider receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Oshra Murphy

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 joint observations of group activities with the manager.
- The inspector observed the interactions between staff and children, and the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- Parents shared their views on the setting with the inspector.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector looked at relevant documentation and reviewed 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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