

Inspection of Plaistow Pre-School

Winterton Hall, Plaistow, Billingshurst, West Sussex RH14 0PX

Inspection date: 28 November 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

The friendly staff ensure that all children receive a warm welcome as they arrive. Staff know children extremely well. They use this knowledge to help children feel happy and settled. This helps children to develop a sense of belonging. Children are fully prepared to start their adventurous day outside. For example, they proudly show staff their new mittens and talk about keeping warm. Staff support children to embrace the world around them. They use outdoor spaces so children can access learning in all weathers. Children have a fabulous time splashing in muddy puddles. They enjoy making creations with twigs, leaves and sand.

There is a hive of activity in the pre-school. Staff carefully plan activities and experiences to develop children's physical development. For example, children take part in weekly dance classes and football coaching. Staff use outside professionals to deliver specific sessions. Children thrive in the opportunity to practise their dance moves. They beam in delight when they use their 'pointy toes'. Children behave well. Staff have high expectations. They encourage children to share and take turns. For example, staff use lots of praise and value the importance of working together as a 'team'.

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

- The newly appointed manager is passionate about her role. She has a good vision for providing high-quality care and learning. She involves her staff team in reflecting on practice and the environment. Staff feel well supported and benefit from regular supervisions. This supports their well-being and raises their confidence. The provider did not follow the required process to notify Ofsted of a change in the committee members. However, there has been no impact on children's safety and welfare, as the provider has taken steps to ensure the suitability of committee members. Therefore, Ofsted does not intend to take any action on this occasion.
- Staff use every opportunity for children to become independent. For example, children enthusiastically wipe down the table in preparation for mealtimes. They work together to set out plates and cups. Even the youngest children learn new skills as they peel fruit and pour their own drinks. This supports children to develop the independence skills required for their futures.
- Children's physical skills are well supported. In the garden, children have many opportunities to climb and balance. This helps to develop their large muscles. Staff plan many specific learning experiences to support small-muscle development. For example, children use great concentration as they transfer small marbles into containers. This helps children to practise the skills they need for early writing.
- Staff are positive role models. They are respectful in their communication and

interactions, which children observe and copy. Children are kind to each other. They play cooperatively in their chosen activities, such as in the mud kitchen. Children have a positive attitude to resolving minor conflicts by themselves. For example, they remind their friends that 'sharing is caring'.

- Parents are happy with the care their children receive. They appreciate the extra activities their children receive, such as football and dancing. Parents speak highly of the new manager and friendly staff. However, they are not always informed about changes to their child's key person. This does not support parents to form secure relationships with their child's main carer as promptly as possible.
- The special educational needs coordinator (SENCo) is knowledgeable about her role. She understands how to provide effective support for children and their families. The SENCo helps staff understand individual needs. This helps children with special educational needs and/or disabilities (SEND) to make good progress.
- The new manager and staff team have begun to create an ambitious curriculum. They follow children's interests to help children learn as they play. Staff use observations and assessments to track children's progress. The manager is currently supporting staff to develop their confidence in using what they know to plan for children's individual next steps in learning. Therefore, although children thoroughly enjoy the activities on offer, these are not always targeted as precisely as possible to reflect their individual learning needs. However, staff interactions are strong and children make good progress in their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand their responsibilities to keep children safe. Staff are aware of the possible signs and symptoms that may indicate a child is at risk of harm. Including issues such as female genital mutilation and the 'Prevent' duty. They are confident to report any concerns about children or adults. Staff understand their roles in keeping children safe. For example, they supervise children effectively and check the premises are safe and secure. Managers have robust recruitment and vetting processes in place. This ensures that adults are safe 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:

- enhance staff understanding of how to use their knowledge of what children know and can do to plan more precisely for their next steps in learning
- strengthen the way in which changes to children's key persons are communicated to parents.

Setting details

Unique reference number	113649
Local authority	West Sussex
Inspection number	10299419
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	2 to 4
Total number of places	24
Number of children on roll	38
Name of registered person	Plaistow Play School Committee
Registered person unique reference number	RP524341
Telephone number	01403 871329
Date of previous inspection	6 December 2018

Information about this early years setting

Plaistow Pre-School registered in 1992. It is located in Winterton Hall, in Plaistow, West Sussex. It is managed by a voluntary parent committee. The pre-school is open Monday to Friday, from 9am to 3pm, term time only. There are six members of staff, four of whom hold relevant qualifications at level 3 or above. The pre-school receives funding to provide free early education for children aged two, three and four years old.

Information about this inspection

Inspector

Kelli Wiseman

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views on the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of 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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