

Inspection of The Wittering's Village Pre - School

St. Annes Church, Church Road, East Wittering, Chichester, Sussex PO20 8PS

Inspection date: 3 January 2024

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in safeguarding mean that children's safety is not assured. The provider has not ensured that staff have a secure knowledge or understanding of safeguarding. This does not keep children safe or protect their well-being. In addition, the quality of education children receive is weak.

The provider has not recognised weaknesses in teaching or the content and delivery of the curriculum. For instance, staff do not plan purposeful activities to challenge or extend children's learning. They are unclear about the intentions for activities they are providing, and they do not always know what areas of learning activities promote. Therefore, children lose interest, lack understanding and are not engaged in their play. For example, at times, older children wander around the room disengaged. Furthermore, staff fail to provide babies with quality interactions. This has a detrimental impact on the progress children make.

Children's behaviour is variable. For instance, they take turns when using the bicycles and scooters in the garden. However, children do not develop attitudes to learning to support them to make the progress of which they are capable. For example, staff do not notice when, at times, children become bored and boisterous when playing with the toys. Children are not consistently receiving the teaching from staff to support their learning and development.

Overall, children are happy to arrive and seek out staff for comfort when needed. However, key-person arrangements in place are not effective to meet children's individual needs. For instance, babies, as well as children with special educational needs and/or disabilities (SEND), are not cared for by consistent key persons. At times, they become unsettled, and their emotional security is not supported. This does not promote the children's personal, social and emotional development.

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

- The provider does not ensure that all staff complete relevant safeguarding training. Although some staff have completed training, the provider has not identified or addressed continued weaknesses in staff's safeguarding knowledge. For example, they have not ensured that all staff have a secure understanding of how to make a referral about a child or report an allegation against a member of staff. In addition, staff do not consistently have the knowledge required to identify safeguarding issues, such as 'Prevent' duty and county lines. This compromises children's safety.
- Supervision, coaching and mentoring of staff are not effective. The provider does not model or provide targeted support to help staff to improve their practice. Staff complete some online training to support their professional

development and have supervision sessions with the provider. However, this does not identify and address weaknesses in the teaching and practice of staff. Therefore, although staff receive some training, it is not targeted to help them improve their practice and the quality of education for children. This has an impact on the quality of teaching and learning, which impacts the progress children make.

- The provider has not established a well-structured curriculum that meets the needs of the children. For instance, there is a lack of clear intentions for children's learning. The provider has not ensured that staff have the knowledge and skills they need to support children's development. Therefore, children do not benefit from purposeful or challenging experiences that move them on to their next stage in their learning. As a result, children, including those in receipt of funding, do not develop the skills they need to prepare them for future learning.
- Children with SEND are not always well supported. For example, some staff sit with the children with SEND and offer no interaction at all. Although the provider is knowledgeable about the needs of the children with SEND, they do not support staff to understand how to adapt activities and ensure all children can access the curriculum. For instance, activities do not meet children's individual needs to support them to make progress with speech and language. Children with SEND do not get the support they require and, consequently, do not make the progress of which they are capable.
- Children behave well most of the time. They play well together and are interested in what others are doing. For example, children enjoy playing together in the home corner, caring for the dolls. Staff encourage children to use good manners during their play and daily routines. For instance, at snack time, children wait patiently for their turn to choose their healthy snack. However, some staff do not address incidents of unwanted behaviour. For example, at mealtimes, some children get up from the table and walk around eating food, while others climb under the table. Staff ignore this behaviour. Inconsistent attempts to manage children's behaviour do not support children to learn right from wrong.
- All children are assigned a key person. However, this is not consistently shared with parents. Furthermore, key persons do not know and understand their key children's development and learning needs. This means that children's learning is not securely supported.
- Parents talk positively about the pre-school and say that their children are happy to attend. However, the provider fails to share children's learning and development with them consistently. This means that parents are not aware of their children's next steps in learning. This does not enable them to support their child's learning at home.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's

interests first.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that staff have a secure knowledge and understanding of safeguarding matters	24/01/2024
improve monitoring and supervision arrangements to ensure the support staff need is identified and that they receive tailored training, coaching and mentoring to enable them to implement consistently good practice that raises the quality of teaching	24/01/2024
make sure that there are appropriate arrangements to support children with SEND	24/01/2024
ensure that staff provide consistent and appropriate methods to manage children's behaviour and to help children understand what is expected of them	24/01/2024
ensure that parents know who their child's key person is and are well informed about the progress their child is making and how they can support their learning at home.	24/01/2024

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

	Due date
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devise and implement an ambitious and challenging curriculum that supports every child's learning and development, to ensure all children make good progress.	24/01/2024
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Setting details

Unique reference number	2502036
Local authority	West Sussex
Inspection number	10324694
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	0 to 4
Total number of places	30
Number of children on roll	37
Name of registered person	The Wittering's Village Pre-School Ltd
Registered person unique reference number	2502035
Telephone number	07715239522
Date of previous inspection	17 September 2021

Information about this early years setting

Witterings pre-school registered in 2018. It operates from St Anne's Church Hall, Witterings, West Sussex. The pre-school opens Monday to Friday, from 7.15am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs 14 staff, four of whom are qualified in early years at level 3.

Information about this inspection

Inspector

Nicole Atkinson

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 provider and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- 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 provider, who is also the special educational needs coordinator, spoke to the inspector about how they support children with SEND.
- 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 inspector carried out a joint observation of a physical activity with the provider.
- The inspector spoke to several parents during the inspection and took account of their views.
- The provider showed the inspector documentation to demonstrate the suitability of staff.

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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