

Inspection of Findon Village Preschool

High Street, Findon, WORTHING BN14 0TA

Inspection date: 31 January 2024

Overall effectiveness	Inadequate
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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

Children's safety and well-being are compromised due to breaches in safeguarding and welfare requirements. The designated safeguarding lead (DSL) and other staff do not have a secure knowledge of child protection matters. They are also unsure about reporting processes in line with local procedures. Furthermore, there are times when children are not supervised consistently while eating during snack time. This does not adequately protect children from the risk of choking.

Children arrive happy and demonstrate a keenness to seek out their friends ready to play. However, although staff interact sensitively when children become fractious and tearful, they do not provide enough support for children to develop their emotional resilience.

Staff work closely with families and children to identify their interests and learning needs. They use this knowledge to plan activities and experiences, as well as setting up play spaces for children to freely explore. However, not all staff understand how to plan and implement a well-sequenced curriculum that precisely identifies the individual needs of children. For example, there is an overemphasis on children needing to learn letters to recognise their name. However, some children are not developmentally ready to achieve this. This shows that staff lack knowledge of how to teach in sequence to avoid children having gaps in their knowledge and skills.

The manager recognises the residual impact of the COVID-19 pandemic on children's communication and language skills. She works closely with her team to counteract this. Staff read stories to children and expose them to new words linked to books. For example, they explain what an 'author' and 'illustrator' is. Children enjoy listening to a range of stories, songs and rhymes. Staff link activities connected to the stories they share with children to help to develop their vocabulary.

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

- The manager has a good understanding of what children need to learn and why. She demonstrates knowledge of how to implement a broad and balanced curriculum across all education programmes. However, this is not embedded or fully understood by the whole staff team. Some staff are not familiar with the early years foundation stage. They do not understand how to plan and deliver a developmentally appropriate curriculum. Consequently, staff set out activities but are not clear about what they intend children to learn.
- The provider does not have sufficient oversight of the pre-school. They do not ensure that individuals who deputise in the manager's absence understand their

roles and responsibilities. Furthermore, supervision meetings do not precisely identify the continued professional development needs of staff. As such, weaknesses in safeguarding knowledge and teaching skills are not identified and addressed.

- Staff deployment is not effective, and some staff are not alert to what is happening around them. They do not have a sharp enough focus on aspects such as the supervision of children during mealtimes. Additionally, they do not always pick up on when children need additional support. This requires the manager to intervene on multiple occasions.
- The quality of staff interactions with children is variable. Some staff demonstrate effective engagement with children to hold their attention and help build concentration skills. However, other staff are less effective in their teaching and interactions. For example, they ask children questions that lack purpose or meaning and do not contribute to their learning. At these times, children lose interest and flit between activities. Additionally, the support staff offer to children to manage their behaviour and emotional well-being is inconsistent.
- Staff provide children with opportunities to develop their fine motor skills. For example, children enjoy manipulating clay and use a variety of tools to achieve their desired effect. They proudly show staff they have made cars using clay and bottle tops for wheels. This links to their interests around transport. However, staff do not recognise teachable moments when opportunities arise to demonstrate new skills to children such as when they are struggling to use scissors.
- The special educational needs coordinator (SENCo) works closely with children, staff, families and external professionals. The SENCo ensures that children identified with a delay in their development have referrals made in a timely manner. Furthermore, she implements support plans tailored to help children catch up.
- Parents comment positively about how happy they are with the care given to their children. They explain that they have positive working relationships with staff. They receive regular communication from the pre-school about their children's progress. Parents share that they value the good links to local schools to prepare their children to have a smooth transition.

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 all DSLs have a secure knowledge of child protection, referrals and how to manage allegations made against individuals appropriately	21/02/2024
improve all staff's understanding of child protection matters and ensure they know who to raise concerns in line with local procedures	21/02/2024
ensure that all staff receive the supervision, support and mentoring needed to raise the quality of teaching	21/02/2024
put appropriate steps in place to monitor the deployment of staff so children are supervised consistently during mealtimes and never left unattended	21/02/2024
ensure the named deputy has a secure understanding of roles and responsibilities to lead the pre-school effectively in the absence of the manager.	21/02/2024

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement consistent strategies for managing children's behaviour, to empower children to understand how to manage their own feelings to build emotional resilience	21/02/2024
devise and implement a sequenced curriculum that specifically identifies and addresses the individual needs of all children.	02/04/2024

Setting details

Unique reference number	113785
Local authority	West Sussex
Inspection number	10311969
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 5
Total number of places	26
Number of children on roll	32
Name of registered person	Findon Village Pre-School Committee
Registered person unique reference number	RP902175
Telephone number	07762 906 911
Date of previous inspection	17 April 2018

Information about this early years setting

Findon Village Preschool registered in 1992. It is open each weekday, from 8.30am to 4.30pm, during term time. There are five members of staff, four of whom hold relevant early years qualifications, including two who hold qualified teacher status. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sherrie Nyss

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 conducted a learning walk with the manager to establish the priorities for the curriculum.
- The inspector observed the quality of education during activities and daily routines to assess the impact this has on children's learning.
- The inspector spoke with staff and children at suitable times during the inspection.
- A joint observation was completed and discussed with the manager.
- The inspector tracked children to establish what it is like for a child at the pre-school.
- The inspector held a discussion with the nominated individual and the managers in relation to the leadership and management of the pre-school.
- The inspector looked at relevant documentation, such as evidence of suitability and vetting checks, first-aid certificates and staff personnel files.

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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