

Inspection of 4+ Nursery Class

East Wittering County Primary School, Stocks Lane, East Wittering, CHICHESTER,
West Sussex PO20 8NH

Inspection date: 6 February 2024

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

Children thrive in the care of the attentive staff team. They benefit from staff who know them well and provide good levels of support for their learning and development. Staff are positive role models for children. They support children to take turns, play with their friends and to develop good manners. These skills will support children to move on to the next stage in their education.

Staff help children to recognise their feelings and emotions. When children occasionally struggle to regulate their behaviour, staff step in swiftly to offer support and cuddles. Children show they feel safe in the staff's care. They snuggle in when sharing stories, for example, and seek staff out for reassurance. Their emotional well-being is supported very effectively.

Children are confident to play and learn. They clearly enjoy their time in the setting, laughing as they play. Children remind each other of the setting boundaries, such as not to bring the bikes indoors. They take pride in all they do, beaming with delight when stacking towers or racing their bikes down the ramp. Staff provide good support for children to explore freely indoors and outdoors. Children benefit from many opportunities to play and learn.

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

- The manager has a secure understanding of the skills she would like children to learn during their time at the setting. The curriculum is focused on what children need to succeed. For instance, there is a strong emphasis on supporting children to become confident communicators. Staff have attended additional training to support their understanding of how children develop their speech skills. This has had a positive impact on the confidence of staff to provide children with good levels of support.
- Children benefit from staff who plan activities that build on what children already know and can do. Staff understand how children learn and use this knowledge to motivate children to develop their skills. For instance, staff plan an engaging activity to cut cooked spaghetti. This is carefully designed to help all children achieve. Staff extend the learning for the most able children to cutting paper. They help children's physical development effectively.
- Staff offer children plenty of time and space to be physically active. Children enjoy climbing and balancing, for instance, in the forest area. Staff add in teaching for children as they play. Children learn if they are climbing 'up high' or 'down low', and whether they are standing on 'big' or 'small' shapes. This supports them to develop their understanding of mathematical concepts.
- Staff are positive role models for children, showing them how to succeed in their self-chosen activities. For instance, staff demonstrate to children how to squeeze

juice from lemons. Children are interested and motivated to learn. Staff comment on what children are doing and offer them clear and simple explanations to help develop their understanding.

- At times, staff organise group activities for children. For instance, they lead children in singing and story sessions to support their developing speech and attention. However, these are not fully effective in supporting all children's individual learning needs. Younger children, for example, wander off and play during group times. They become a distraction for older children.
- Staff promote children's good health. For instance, children learn about brushing their teeth in stories and then through a hands-on activity to brush model teeth. Staff help children to learn about the importance of washing their hands before they eat, and of making healthy choices for meals and snacks. Staff sit and eat with children, providing them with positive role models for social skills and good manners.
- Staff do not always recognise opportunities that arise to promote children's independence. They are sometimes too prompt to step in and complete tasks for children before encouraging them to try for themselves. This does not fully support children to become independent in their personal care skills.
- The settled team of staff feel supported by their manager. They work together effectively and efficiently to provide good levels of care for children. Staff deploy themselves well to support children's learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review and improve adult-led group activities so that children remain engaged in their learning
- support staff to recognise and make better use of opportunities to help children develop their independence skills.

Setting details

Unique reference number	113340
Local authority	West Sussex
Inspection number	10312202
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	22
Number of children on roll	33
Name of registered person	Blunden, Suzanne Elizabeth
Registered person unique reference number	RP512048
Telephone number	07900 496126
Date of previous inspection	24 April 2018

Information about this early years setting

4+ Nursery Class registered in 1989 and is based at East Wittering County Primary School. It is open each weekday from 9am to 3pm, during school term times only. There are five members of staff, four of whom hold appropriate early years qualifications at level 3. The setting provides funded free early education for children aged two, three and four years.

Information about this inspection

Inspector
Emma Dean

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 the curriculum and what they intend for the children to learn.
- The inspector observed the quality of education being provided, indoors and outside, and assessed the impact this was having on children's learning.
- The inspector talked to the staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- A meeting was held between the inspector and the manager. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- Parents shared their views on the setting with the inspector.

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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