

Inspection of Southwick Pre-School Playgroup

Southwick Community Association, 24 Southwick Street, Brighton BN42 4TE

Inspection date: 4 July 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 eagerly arrive at this pre-school to play and are greeted warmly by the friendly staff. Staff provide exciting activities that children are confident and keen to explore. For example, an upcoming farm trip has sparked children's curiosity about farm animals. Staff set up a small-world farm scene and play the song 'Old MacDonald Had a Farm', while children eagerly retrieve the correct animal. Children can choose to play outdoors in the fresh air for much of the day.

Children behave well and demonstrate a positive attitude to learning. They have strong attachments with their key person, who knows them well. For example, children seek out their key person when they need them, and giggle with delight as they playfully join the 'children's band', singing along to favourite songs with musical instruments.

Children with special educational needs and/or disabilities (SEND) are supported well and make good progress from their starting points. The manager and special educational needs coordinator liaise with parents and other professionals to ensure that children with SEND receive the help they need.

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

- The manager has a clear vision for the pre-school and works closely with the staff to achieve this. Staff passionately create a play-based curriculum, which is based on children's interests and builds on what they already know. For example, following a child's birthday party, staff provide the resources for them to develop their role play based on this experience. Younger children excitedly sing 'Happy Birthday' to each other and take turns blowing out pretend candles.
- Children are encouraged to develop a love of reading. Staff explore books with children and develop their knowledge of the natural world. Staff skilfully enhance older children's language development by introducing new words and knowledge, such as explaining that mould is a fungus.
- Parents speak highly of the staff and comment that they are 'supportive and understanding'. Parents report that their children have 'come on leaps and bounds' and have developed in confidence, independence, and speech since starting pre-school. Staff share information with parents in daily conversations and via an online app. In addition, they support home learning, for instance, by sharing books and information about healthy eating.
- Staff consistently support children to understand behavioural expectations and boundaries. Staff use children's interest in superheroes as an opportunity to reinforce 'golden rules' to help keep everyone safe. For example, staff gently remind children to walk inside while they engage in superhero role play.
- Overall, staff's teaching is good. For example, staff successfully ask questions

and give children time to think and respond. However, occasionally, they are not as successful in helping children to explore mathematical language and ideas, to help children progress further in this aspect of their development.

- Staff demonstrate mutual respect and role model this well. This helps to build a positive atmosphere and culture. Staff praise the manager and say she is approachable and supports their well-being well. They have regular meetings to discuss any concerns and identify areas for professional development and training.
- Children learn about good hygiene routines and healthy food choices. For example, they independently wash their hands to help prepare snack. Older children remind their peers, 'you need to use soap'. Staff use mealtimes as an opportunity to develop children's knowledge of food. For example, children demonstrate fascination as staff explain, 'Orange peel is edible. You can put orange peel in cakes.'
- Children practise their gross motor skills and develop their muscles outdoors. Staff challenge them to manage risk in the garden, such as when mastering the climbing frame and negotiating scooters on the scooter ramps.
- Staff promote British values by teaching children the importance of good manners, kindness and respect. For example, children vote to have their favourite story read at group time and listen to each other as they discuss the importance of inclusion and friendly behaviour.

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:

- strengthen staff's skills to help them offer more-precise support for children to develop their understanding of mathematical language and concepts.

Setting details

Unique reference number	EY501405
Local authority	West Sussex
Inspection number	10350952
Type of provision	Childcare on non-domestic premises
Registers	Early Years 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	15
Name of registered person	Beauchamp, Oksana Vasilevna
Registered person unique reference number	RP516188
Telephone number	07931104403
Date of previous inspection	19 September 2018

Information about this early years setting

Southwick Pre-School Playgroup was established in 1963 and re-registered in 2016. It operates from Southwick Community Centre, West Sussex. The pre-school is open from 9am to 3pm, Monday to Friday, during term time, and it offers a holiday club, according to demand. It receives funding to provide free early education to children aged two, three and four years. There are six members of staff, all of whom hold relevant level 3 childcare qualifications.

Information about this inspection

Inspector

Rachel Martini

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 gathered the views of parents.
- The inspector spoke to staff during the inspection and took account of their views.
- The manager and the inspector carried out a learning walk together.
- The inspector spoke to children.
- The inspector observed interactions between staff and children.

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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