

Inspection of Singleton Playschool

Singleton CE Primary School, Singleton, Chichester, West Sussex PO18 0HP

Inspection date:

25 September 2024

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| 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

Staff develop strong nurturing relationships with the children. This helps children to settle quickly and feel safe and secure. Staff demonstrate their passion for working with children as they cuddle up close and read stories to them. They understand the importance of supporting children's well-being. Children beam with delight as staff praise them for their enthusiasm during tasks, such as tidying away the toys they have been playing with. Staff provide a rich range of learning experiences that motivate children to learn. They gather information from parents about children's existing knowledge and current interests. Overall, staff use this information to plan what the children need to be learning next.

Staff are sensitive to the individual needs of children. For example, they recognise the importance of understanding children's home life. Staff use their knowledge of the children to have open discussions about events and people who are important to them. This helps children to foster a sense of belonging and helps them to feel valued and listened to. Staff model kindness and respect, and this has a positive impact on children's behaviour towards each other. Children learn that they must use 'kind hands' and 'kind words'. Staff emphasise the importance of good manners, and children are well behaved and polite.

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

- Staff mention that managers create a positive working environment. They say that their well-being is a high priority for managers and that the nursery is a 'wonderful place to work'. Staff are encouraged to undertake further training to enhance their knowledge and skills. Managers strive to provide a good-quality provision for all children.
- Generally, the timings of important routines, such as lunchtime, run smoothly. This helps children anticipate what is happening next and engage in valuable interactions and learning experiences. However, the organisation of some routines are not as well planned and, at times, interfere with children's participation in activities. For example, staff interrupt some children's engagement in group times to change their nappies. As a result, some children do not benefit from the same enjoyment and learning as other children do.
- Staff enthusiastically join in children's play and activities. They encourage children to be curious and to ask questions. For example, staff's use of effective questioning allows children to think about what may happen next during a story. Children are excited to talk about characters and events in a familiar book. They develop a love of stories. During times like this, children's imagination and vocabulary are strongly supported.
- Overall, staff use appropriate teaching strategies to help children achieve their full potential. They use a broad curriculum to plan a range of activities. However,

on occasion, staff do not always provide experiences that are meaningful and that include the children's interests. As a result, some children lose interest and wander off. Consequently, some learning can be incidental rather than purposeful.

- Staff are skilled at interacting effectively with children. They give children time to contribute their thoughts and respond to questions. Children demonstrate a love of singing and saying rhymes, which helps build on their communication skills. Staff provide puppets to accompany a favourite story. Children giggle with laughter as they chant, 'Not by the hair on my chinny chin chin.' Staff are proactive. They identify concerns and work with parents and other professionals to provide targeted support for children who have communication delay. Consequently, all children make progress to become confident and articulate.
- Children are provided with daily opportunities to engage in outside play. They run around in the fresh air and develop good spatial awareness as they skilfully negotiate obstacles under the watchful eye of the staff. Children develop an understanding of the world around them as they experience an outing to a museum or a farm. Staff provide activities that embrace the celebrations of various cultures. This helps to embed a respect for the diversity of others.
- Parents mention that staff ensure that children are ready for the next stage of learning, such as going to school. They say that the commitment and dedication that staff provide to support children's confidence and resilience strongly supports children's successful transition to school.

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:

- improve the organisation of some routines, such as nappy changing, so that all children receive the same enjoyment and learning as others
- support staff to plan activities to more precisely match children's interests so that they are motivated to learn.

Setting details

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| Unique reference number | 113696 |
| Local authority | West Sussex |
| Inspection number | 10364056 |
| 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 | 15 |
| Number of children on roll | 11 |
| Name of registered person | Singleton Playschool Committee |
| Registered person unique reference number | RP901908 |
| Telephone number | 01243811679 |
| Date of previous inspection | 23 January 2019 |

Information about this early years setting

Singleton Playschool registered in 1996. It operates from a classroom in Singleton Primary School in Singleton, West Sussex. The nursery employs seven members of childcare staff. Of whom, one holds qualified teacher status and six hold relevant childcare qualifications. The nursery opens from Monday to Friday, term-time only. Sessions are from 8.30am to 3pm. The nursery provides funded care and early education for children aged from two to four years.

Information about this inspection

Inspector

Tina Lambert

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 manager and the inspector carried out a joint observation.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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