

Inspection of Camelsdale Preschool CIO

Church Hall, School Road, HASLEMERE, Surrey GU27 3RN

Inspection date:

5 November 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children enter the pre-school confidently, keen to see what staff have set out for them to play with. They show that they feel safe with staff as they chat to them excitedly about their recent holidays. Staff are warm and attentive in their interactions with children. They listen to what children say and play alongside them. Staff are positive role models for children, such as helping them to see when and how to use good manners. Most children listen to what staff say and follow instructions, such as to tidy up when they have finished playing.

Staff provide children with a range of resources and activities to explore and play with. For instance, they provide sensory materials to encourage children to make marks in and support their fine motor skills. Staff set out inviting reading areas outdoors, helping children to become interested in books and reading. Most children are motivated to join in and engage in play. Overall, however, the curriculum is not ambitious enough for children, including those with special educational needs and/or disabilities (SEND). Staff provide inconsistent support for children's learning, and the quality of teaching is variable. In addition, leaders do not fully understand all aspects of their roles and responsibilities.

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

- Leaders have a clear oversight of the day-to-day running of the pre-school. However, they have limited knowledge of their full leadership roles and responsibilities. For instance, they have failed to notify Ofsted about changes to trustees. To date, however, this has had no impact on children. This information has now been provided, and Ofsted will not be taking any further action.
- Leaders have built positive partnerships with parents. Staff are effective communicators who keep parents informed about their children's time at the pre-school. Parents are encouraged to share with staff what their children do at home. This helps to support continuity for children's care and learning.
- Leaders have not planned a well-thought-out curriculum for children. Although staff plan activities for children that are enjoyable, they are not finely tuned to support or build on what children already know and can do. Staff are unsure what it is they want children to learn, and much of their learning is incidental. For example, leaders aim for children to develop their independence but do not ensure that staff embed this. Staff complete tasks for children rather than encourage them to try themselves. At times, daily routines are not effective, and a lack of organisation does not fully support children's engagement in learning. The effectiveness of the curriculum is not consistently good.
- Staff generally know the children well. They understand what children like to do and readily find their favourite resources to help them settle in. For instance, staff fetch tracks to construct, challenging children to make them long enough to

reach the book area. Children are soon engaged in play and show that they enjoy the company of the staff.

- Staff plan additional experiences for children. For instance, they enjoy 'wild school' in the grounds of the neighbouring primary school. Children learn to manage risks and challenge themselves in the natural environment. They develop a respect for nature and the world they are growing up in.
- Staff encourage children's developing speech. They help children to hear the correct way to say words and introduce them to new words. For example, children learn what 'ash' is and how this comes from burning wood on the fire. Staff provide children with simple, clear explanations to help their understanding and speech.
- Children's physical development is supported well. They take part in activities to develop their physical skills, such as climbing and balancing on beams. Staff encourage children to keep on trying, suggesting ways to help them maintain their balance. Most children show a 'can-do' attitude and beam with delight, exclaiming, 'I did it!' proudly when they reach the end.
- Children develop positive self-esteem with effective support and praise from staff. For example, they enjoy manipulating dough. Staff provide them with a range of tools to use. They are positive role models for children, such as by demonstrating the words to use to ask for their turn with a tool. Children share their dough with others and play cooperatively.

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

	Due date
develop a more secure knowledge of leadership roles and responsibilities	05/12/2024
devise and implement a curriculum that is ambitious for all children.	05/12/2024

Setting details

Unique reference number	EY541584
Local authority	West Sussex
Inspection number	10364300
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	34
Name of registered person	Camelsdale Preschool CIO
Registered person unique reference number	RP541583
Telephone number	01428 643495
Date of previous inspection	24 January 2019

Information about this early years setting

Camelsdale Preschool CIO registered in 1992 and re-registered in 2016. The pre-school is open Monday to Thursday, from 9am to 3pm, and on Fridays from 9am to 12pm, during school term times only. The pre-school is in receipt of funding for early education for children aged two, three and four years. The pre-school employs six members of staff, of whom four hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Emma Dean

Inspection activities

- 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 and assessed the impact this was having on children's learning.
- The inspector completed two joint observations with the manager.
- The inspector talked to trustees, staff and children at appropriate times during the inspection.
- A meeting was held between the inspector and manager. The inspector looked at relevant documentation and saw evidence of suitability of staff.
- Parents shared their views of 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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