

Inspection of Pound Hill Pre-School

Community Centre, Worth Road, Crawley, West Sussex RH10 7EP

Inspection date: 19 November 2019

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 are happy and safe at pre-school. Staff know them well and, generally, support their learning. However, there is variation in the quality of teaching. Although children are assigned to a key person, this system is not always used well. Some children are not given the opportunity to form close attachments with a familiar member of staff, particularly when they are new and are upset. The manager has high expectations of herself, her team and the children. She works hard to motivate the staff and has been instrumental in supporting staff to develop their skills through further training. Some staff, who have now left the setting, were successful in completing their early years degree. The loss of these staff has had an impact on the provision. When teaching is good, children behave well and engage in learning positively. However, as the practice of some staff is not as strong as others, there is inconsistency in the type of learning experiences children have. Sometimes children's language skills are not supported appropriately. During large-group activities, staff deployment is not always good. This has an impact on the quality of teaching. The leadership of the setting has been challenged over the last term due to significant staff changes. The manager remains dedicated to her role and works hard to support the staff, children and families. She continually reflects on practice and recognises where improvements are needed to ensure teaching is consistently good or better.

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

- When teaching is good, children engage well. Some staff use creative play to support children's learning well. For example, an increasing number of children took part in an imaginative game with a pretend crocodile. The staff member extended children's learning well and provided good opportunities for children to use creative language. For example, when the children pretended the crocodile was ill, children suggested they should take its temperature.
- Some positive strategies are in place to engage parents in their children's learning and development. For example, children enjoy borrowing 'Chatter Packs' to share stories with supporting props at home. Parents praise the pre-school staff, and say how much their children enjoy attending and note the progress they have made.
- Children with special educational needs and/or disabilities are supported well. Staff quickly identify when some children may need additional support with their learning and work closely with parents and any other professionals.
- Children are reasonably well prepared for school. Most children learn to behave well, concentrate for short periods and listen to instructions. The manager works closely with local schools to ensure children develop the range of skills children need to support their learning.
- Generally, children show kindness to one another. The pre-school's strapline,

'Caring and sharing', is reflected well in most children's actions towards each other. However, on occasions, when children are not as interested in their learning, some children become noisy and boisterous. This has an adverse impact on the younger and less confident children who often need comforting when the environment becomes noisier. Sometimes, children's key persons are not readily on hand to offer the close support children need from a familiar and consistent adult.

- Overall, children's language and communication needs are supported appropriately. They benefit from regular small-group sessions to help develop their speaking and listening skills. However, when teaching is less than good, children who are learning English as an additional language can sometimes become 'lost' when noise levels increase. At these times, staff do not focus on the behaviour of more-confident, dominant children.
- The outside area provides an exciting space for children to play and develop their physical skills. A wide range of fixed equipment and activities mean children experience all areas of learning both inside and outside. Regular visits within the local community also help children to learn about the wider world. For example, children look for nature in the adjoining woodland area.
- Staff are vigilant in supporting children's safety and well-being. Records are kept about any concerns staff may have. However, these are not always organised effectively. There is some inconsistency in how concerns are recorded and where they are stored, which makes accessing some information challenging and time consuming.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. Staff are appropriately trained and know what to do if they have concerns about a child. Relevant checks are completed to make sure staff are suitable to work with children. The pre-school environment is safe and secure, and children's safety is given high priority. When children go on outings, staff take relevant precautions and manage potential risks well. For example, children and staff wear reflective jackets to make sure they are easily identifiable. Parents are given suitable advice about keeping children safe while using digital media at home. This helps to ensure children's safety and well-being.

What does the setting need to do to improve?

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

	Due date
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ensure the quality of teaching is consistently good or better and children continually benefit from high-quality learning experiences	31/01/2020
improve the key-person system to make sure the emotional needs of children, particularly those who are younger, new to the setting, less confident, or have limited spoken English, are fully supported at all times	01/12/2019
develop the procedures for recording safeguarding concerns and incidents, to make sure records are secure and organised effectively.	01/12/2019

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

- improve the deployment of staff during larger-group activities to ensure the quality of teaching is always good and children benefit from high-quality learning experiences.

Setting details

Unique reference number	113660
Local authority	West Sussex
Inspection number	10104193
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	2 to 4
Total number of places	42
Number of children on roll	64
Name of registered person	Pound Hill Pre-School Committee
Registered person unique reference number	RP906601
Telephone number	07765245933
Date of previous inspection	4 June 2015

Information about this early years setting

Pound Hill Pre-School registered in 1989. It is situated in the Pound Hill Community Centre in Crawley, West Sussex. The pre-school is open on Monday to Friday from 8.30am to 2.30pm, during term time only. A team of 11 staff work with the children, eight of whom hold appropriate early years qualifications. The manager is qualified to degree level. The pre-school accepts funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Jo Caswell

Inspection activities

- The inspector observed the pre-school session and assessed how well staff support children's learning and development.
- The manager and inspector accompanied children on a walk within the local area to assess the quality of teaching.
- Staff talked to the inspector about how they keep children safe and how they promote children's learning and development.
- Parents provided feedback to the inspector and shared their views.
- The inspector sampled some documentation, including safeguarding records.

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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