

# Inspection of Pound Hill Pre-School

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

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Inspection date: 12 September 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are full of enthusiasm and excitement when they arrive at pre-school. Children, including those who are new to the setting, are eager to see their friends and quickly settle with the support of their key person. Children are familiar with the daily routines, such as hanging up their own coats and bags. This helps to effectively enhance their independence skills.

Children enjoy investigating and are curious learners, which is demonstrated when they explore plants using a magnifying glass. Additionally, they eagerly chase the bubbles they make and are fascinated to see how far they travel. Children are polite and demonstrate good manners. For example, saying 'excuse me' when somebody is in their way.

Children learn about healthy eating, which is evident when they enjoy a range of fresh fruit and vegetables for snack. They spend long periods of time outdoors where they benefit from fresh air and enhance their physical skills, crawling through a tunnel and balancing on beams, for example.

Children successfully improve their early literacy skills. For example, they thread small pieces of card onto pipe cleaners, which successfully develops their pencil grip. Additionally, children enjoy looking at books,, which helps to improve their early reading skills.

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

- Staff provide a stimulating environment for children to learn and play. They plan a range of interesting activities that enhance children's learning across several areas. For example, children learn about oral health and develop their imaginations as they clean models of teeth with toothpaste and toothbrushes. However, sometimes, staff do not plan experiences to consistently promote learning for younger children when playing outdoors.
- Staff use a range of strategies to fully support the development of children's communication and language skills, including those who speak English as an additional language. For instance, staff use picture cards and signing to help children learn new vocabulary and remember words.
- Partnerships with parents are strong. Parents comment on how supportive and flexible staff are. They feel fully informed of their child's progress and enjoy using the online learning journal. Staff provide resources, such as a lending library, to encourage parents to build on children's learning at home.
- Staff use assessment well to help identify any emerging gaps in children's learning and development. They work closely with outside agencies to ensure children, including those with special educational needs and/or disabilities, get

the extra support they need to make continued progress. This helps to prepare children well for their next stage.

- Children are supported well through times of change. For example, the manager carries out home visits to get to know children and their families before they join the setting. Additionally, a flexible settling-in process helps to ensure children feel safe and secure.
- Staff help children to independently manage their own personal needs. They encourage children to wash their own hands, such as before eating and on arrival. Older children take themselves to the toilet and wipe their own noses.
- Staff support children well to manage their own feelings. They use different resources, such as books and discussions, to help children understand their emotions and the effects their behaviour has on others. Children are beginning to learn about the wider world. However, there are less opportunities for children to learn about people beyond their own community who are different from themselves.
- The manager seeks the views of parents and children when identifying areas for improvement. For example, following feedback from children, staff have made the reading corner cosier and have improved the choice of books. This has had a positive impact on children, as they use the area to relax and listen to stories.
- The manager supports staff well with regular supervision sessions. She encourages staff to develop their professional practice and to enhance the learning experiences of children. There has been a change in the chair of the committee since the last inspection. The new chairperson is committed to giving the manager the support she needs to fulfil her role.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff complete training to ensure their safeguarding knowledge and practice are up to date. As a result, staff have a robust knowledge of the indicators that a child may be at risk of abuse and/or neglect. They know the processes to follow if they have concerns about children's welfare. Robust recruitment processes are in place to ensure adults, including committee members, are suitable to work with children. Staff ensure the environment is safe for children. For example, they complete daily checks of the premises to help identify and minimise any potential hazards.

## **What does the setting need to do to improve?**

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

- review planning for outdoors to provide experiences to consistently promote young children's learning
- build on ways to further support children to learn about the similarities and differences between themselves and others.

## Setting details

<b>Unique reference number</b>	113660
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10209536
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Pound Hill Pre-School Committee
<b>Registered person unique reference number</b>	RP906601
<b>Telephone number</b>	07765245933
<b>Date of previous inspection</b>	21 September 2021

## 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 Monday to Friday, from 8.30am to 2.30pm, during term time only. A team of 12 staff work with the children, 10 of whom hold appropriate early years qualifications. The pre-school accepts funding for the provision of free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Michaela Borland

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Joint observations of staff practice were carried out by the inspector and the pre-school manager.
- The manager and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector held discussions with staff, children and parents throughout the visit and took their views into account.
- The inspector sampled a range of documents, including recruitment and vetting checks, to ensure adults, including committee members, are suitable to work with 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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