

Inspection of Birdham Pre-school

The Early Years Lodge, Crooked Lane, Birdham, CHICHESTER, West Sussex PO20 7HB

Inspection date: 3 October 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children confidently enter the pre-school and swiftly settle in to explore and learn. They know where their favourite toys are, and readily make choices about what to play with and where to play. Children enjoy long periods of uninterrupted time to learn, freely moving indoors and outdoors. They show they are motivated learners who are keen to explore the stimulating learning environment that staff provide.

Staff plan a varied curriculum to support all children's learning. They adapt their teaching well to meet children's individual needs. For instance, younger children benefit from being in smaller groups to explore age-appropriate toys in a quiet area. Older children learn to sit and listen to stories in a group and take part in group games.

Staff teach children in many ways through daily routines and as they play. For instance, staff help children hear good manners as they model words for them to use. Staff encourage children to be independent. For example, children make decisions about how much water they add to the water tray. They know how to ask for help, such as when the tap needs turning off. Children learn the skills they need to move on to the next stage in their education.

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

- Staff make effective use of assessment to plan further support for children's learning. They plan activities that build on what children already know and can do. For instance, children delight in 'making mud' as they compost their fruit peelings. Staff help children understand that compost is food for seeds and plants, as they grow their own vegetables. Children listen attentively to what staff say as they have lively discussions together about planting and growing. They are curious learners.
- Children enjoy running and climbing freely outdoors in the garden and forest areas. Staff encourage older children to consider if they feel safe, such as when they climb and balance along beams. Staff are attentive and support younger children to join in the active play. Children particularly enjoy the outdoor swing, taking turns as they play. Staff support and encourage children's physical development well.
- Staff help children to recognise their feelings and emotions. They understand when children may need help and support. For instance, staff know when children are overwhelmed and understand what helps to calm them down. Staff are positive role models for children. They are close by to help children to regulate their behaviour when necessary.
- Children hear many new words as they play. Staff are skilful, such as when they comment on what children play with and do. For instance, when children talk

about sleeping in tents, staff teach them the meaning of the word camping. Staff use visual aids to help all children understand what they say. All children have good support to help them to communicate their wants and needs.

- Children with special educational needs and/or disabilities are swiftly identified. Staff make and implement plans to help close gaps in children's learning. They use additional funding effectively for children to help them make good progress. For instance, they buy resources that promote children's engagement in their play and learning.
- Staff build positive partnerships with other settings that children attend. This helps to provide continuity for children's care and learning. The key-person approach is effective and staff know children well. However, staff do not fully consider further ways to gain and share relevant information with parents during children's first days at pre-school to help staff support children's emotional well-being more securely.
- Generally, staff deploy themselves well to support children as they play and learn. They mostly manage the day-to-day running of the pre-school effectively. At times, staff do not fully consider all children's needs. Occasionally, staff do not recognise when some children need more support.
- Managers know the staff team well and where they need support. They actively encourage staff to continue to develop their skills and knowledge, such as through training. Staff have recently attended training to develop their use of sign language with children. This helps children who are not confident to use spoken words to communicate their needs.

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:

- review and improve how information is gained and shared with parents when their children first start, to help staff promote children's emotional well-being
- strengthen staff practice during busier times of the day, so that children's needs are more consistently met during these periods.

Setting details

Unique reference number	EY477963
Local authority	West Sussex
Inspection number	10209718
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	32
Number of children on roll	21
Name of registered person	Birdham Pre-school CIO
Registered person unique reference number	RP902580
Telephone number	01243 514562
Date of previous inspection	20 November 2018

Information about this early years setting

Birdham Pre-school re-registered in 2014. It operates from a purpose-built building in the grounds of Birdham Primary School in Chichester. The pre-school is open Monday to Friday, from 8am to 6pm, for most of the year. There are five staff, four of whom hold relevant early years qualifications at level 3 and above. The pre-school receives funding to provide early education for children.

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 a joint observation with the manager.
- The inspector talked to the staff and children at appropriate times during the inspection.
- Meetings were held between the inspector, the provider 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024