

Inspection of Potter's House Preschool

Yapton Scout Hut, Drove Lane, Arundel BN18 0EB

Inspection date: 13 October 2022

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and eager to start their busy day at pre-school. They settle quickly to self-chosen activities, which supports their play ideas. For example, children giggle and delight in using a variety of resources for mixing, including fir leaves, mud and water, and they pretend to make popcorn. They use recall to talk about past experiences from home of watching a film and eating popcorn with family members, weaving this into their play ideas.

Children behave well and show courtesy towards friends by working together to take turns on the tree swing. They demonstrate that they have secure relationships with their friends and the adults caring for them. Children show a strong sense of belonging as they find their photo and display it on the self-registration wall. They display good levels of language as they select pictures from the registration wall and fondly talk about who their friends are. Children confidently share and talk about the plot in their favourite stories, showing good levels of vocabulary to express ideas.

Children learn how to look after themselves, which contributes to their well-being. For example, they observe and comment on the wet weather and state they need wellies and coats to go outside. Children show persistence as they independently dress themselves. Furthermore, children explain that they need to wash their hands to 'take away the germs' and practise using tools to cut their own apples for snack time.

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

- Leaders demonstrate a clear curriculum intent for the pre-school. Staff plan purposeful experiences to support children's learning. This reflects their interests and builds on what they already know and can do. For example, children are fascinated by the new houses being built opposite their pre-school. Staff note this interest and provide children with the resources they need to re-enact what they saw. They wear hard hats and use blocks and planks to build playhouses. Children then use these with great enthusiasm to play imaginatively and practise their turn taking and sharing skills.
- Leaders have been effective in raising the quality of teaching since the last inspection. Generally, there is very effective support for staff, and this leads to good-quality teaching overall. However, the initial support for staff new to the setting is not fully effective in helping them understand the curriculum intent or in identifying any gaps in their knowledge about how children learn. This leads to some inconsistencies in the quality of their teaching.
- Staff make good use of finding out about parents and weave this into learning opportunities for children to find out about the wider community. For example,

children show curiosity and talk about each other's families. Staff arrange for parents to visit the children and talk about their jobs. This includes a paramedic, who talks to the children about their role helping others, and they learn about using a stethoscope.

- Children have positive attitudes to learning. They are highly engaged when staff teach them simple ways to contribute towards looking after the environment. For example, children take on the roles of water and litter monitor. Children comment that as the water monitor, they need to ensure that everyone turns the taps off, so as not to waste water. This shows that children are learning how they have an impact on the world around them.
- Parents speak highly of the staff and the support on offer to their children. They comment positively on the communication they receive about their children and how they can support learning at home.
- Children with special educational needs and/or disabilities and those who need extra help receive good levels of support. Leaders notice the impact that the COVID-19 pandemic has had on children and have used funding to good effect to address speech and language delays. This is so staff can receive the guidance from a professional to plan effective strategies. In turn, this helps children who are waiting for external assessments to take place.
- Staff offer effective support to children who speak English as an additional language to learn and use words in English. They offer some opportunities for these children to hear words in their home language. However, staff do not ensure these words are closely matched to helping children express their needs or make links with their experience at nursery, to best help children feel involved in the daily routines of pre-school life.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a secure understanding of their safeguarding responsibilities. They are alert to indicators of abuse and know how to report concerns. This includes matters such as domestic violence and physical abuse. Staff are clear on the whistle-blowing procedures and know what to do in the event of an allegation being made. They also know how to raise concerns directly to local safeguarding partnerships should management fail to act appropriately to safeguard children. Leaders adopt safer recruitment processes and carry out vetting checks to ensure only suitable adults work directly with children and families.

What does the setting need to do to improve?

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

- focus on identifying gaps in the knowledge of new staff, to help improve their

- understanding of the curriculum intent and further develop their teaching skills
- consider ways to further support children who speak English as an additional language to expand how they can share their ideas and express their choices.

Setting details

Unique reference number	2634340
Local authority	West Sussex
Inspection number	10216580
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	26
Number of children on roll	30
Name of registered person	Potter's House Preschool Limited
Registered person unique reference number	2634342
Telephone number	07981843238
Date of previous inspection	11 November 2021

Information about this early years setting

Potter's House Preschool opened in 2017 and re-registered in 2021. It operates from the Yapton Scout Hut in Arundel, West Sussex. The pre-school opens from 9am to 3pm, Monday to Friday, during term time only. The setting employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The provider is in receipt of funding to provide early education to children aged three and four years.

Information about this inspection

Inspector

Sherrie Nyss

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.
- The inspector observed the interactions between children and staff and assessed the impact of teaching on children's learning.
- The nursery owner carried out a learning walk and joint observations with the inspector to explain the pre-school's curriculum and assess the quality of teaching.
- Staff spoke to the inspector about their role, knowledge of their key children, training opportunities they have and the procedures they follow to keep children safe.
- Parents were invited to share their views about the pre-school.

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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