

Inspection of Partridge Green Pre-School

High Street, Partridge Green, West Sussex RH13 8HX

Inspection date: 18 January 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive happily and are greeted at the door by staff. Children know to put their water bottles on the table, along with any toys they want to show the children at group time. Staff lead a group time at the start of the session. They talk to children about the weather and ask them to share things they have been doing at home. Children celebrate the things they do away from the setting. For example, children show an interest in the photographs that other children share of themselves doing activities such as ballet.

Outside, children enjoy exploring ice. Staff encourage children to look for sunny areas to put the ice to see if it melts. Throughout the year, children learn about growing their own vegetables. They pick the vegetables when they are ripe and eat them for snack. Staff support children to draw pictures of their families. They remind children to include eyelashes and eyebrows on their pictures. Children continue this learning outside using chalks. Staff provide opportunities for children to manage risks. They teach children how to use the indoor climbing frame safely. At snack time, children cut up their own fruit. Staff teach children how to cut their grapes to prevent them from choking.

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

- The manager has worked hard since the last inspection to make improvements. She has worked with the local authority and regularly reflects on what they offer children and their families. The manager liaises with staff and parents and assesses things to make sure they are meeting all children's needs.
- Staff report they feel well supported. They have regular supervision sessions where they can discuss any concerns they may have and where the manager checks on their well-being. Staff understand their roles and responsibilities.
- Children's behaviour is supported well. Staff remind children to listen at group times, to walk indoors and to tidy up before mealtimes. Children are given specific areas to tidy up, and staff praise them for their efforts. However, staff do not always provide children with clear explanations. For example, staff consistently remind children they need to walk inside, or to stop running, but they do not always tell children the reason why they need to do this.
- Children independently access the toilet area and wash their hands before mealtimes. They use visual aids to help them remember how to wash their hands thoroughly. Children put on their own coats before going outside. Staff encourage them to lay their coats on the floor and flip them over their heads. Staff support children to develop their personal and physical skills. Children are becoming increasingly more independent.
- The curriculum intent is understood and sequenced well. For example, staff encourage children to practise their physical skills and build on what they can

already do. Outside, children balance on wooden planks and negotiate the path they want to take depending on where other children are. Inside, children develop their fine motor skills as they manipulate dough into various shapes. However, staff sometimes miss opportunities to extend children's learning further. For example, staff give children suggestions of how to do things before allowing them time to problem-solve themselves.

- Children with special educational needs and/or disabilities receive good support. Staff know the children well and consistently use strategies to aid their learning. The special educational needs coordinator liaises with other professionals to ensure children receive the help they need. Additional funding is used to support specific children. The manager is in the process of recruiting an additional member of staff to help provide more support for all children.
- Partnership with parents is very strong. Parents know who their child's key person is and they know what their children are learning. Children are able to take resources home, such as games, to continue their learning at home. The setting holds a number of fund raising events throughout the year, and parents are very supportive of these sessions.

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:

- provide clear explanations to children to further support their understanding of rules and boundaries
- encourage children to think about how to overcome challenges to further develop their learning.

Setting details

Unique reference number	113631
Local authority	West Sussex
Inspection number	10284635
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	2 to 4
Total number of places	26
Number of children on roll	27
Name of registered person	Partridge Green Pre-School Playgroup Committee
Registered person unique reference number	RP904745
Telephone number	07880 744240
Date of previous inspection	1 March 2023

Information about this early years setting

Partridge Green Pre-School has been operating since 1966. It runs from the village hall in Partridge Green, West Sussex. The pre-school is open between 8am and 4pm, Monday to Friday. There are five members of staff. Of these, two hold level 6 qualifications, and all other staff have a relevant childcare qualification. The nursery receives funding for the provision of early education for children aged two, three and four years.

Information about this inspection

Inspector
Pippa Clark

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during snack time.

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