

Inspection of Rudgwick Pre School

The Scout Hall, Church Street, Rudgwick, HORSHAM, West Sussex RH12 3HJ

Inspection date: 3 December 2019

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and settle quickly when they arrive in the morning. They have a good understanding of the routine and what staff expect. For example, they put their belongings away and sit down for registration time. Children have secure attachments with staff; they seek them out for affection and reassurance and also to be part of their play. This demonstrates that children feel safe and secure. Staff know children well and plan and provide an interesting environment for them to explore. For example, due to some of the children's current interests involving play dough, staff scent the dough to encourage children to use their senses and provide different utensils for them to strengthen their small muscles.

Parents speak highly of the staff and state how well they have supported their children over the years. There is a very secure sense of community within the setting and staff work effectively with parents, which helps to support and promote children's emotional well-being.

Children behave well and understand the importance of showing kindness and consideration towards others. They have secure friendships with each other and play happily. Children's relationships with each other are truly heart-warming. They play extremely well together and are also proud of their friends' achievements and praise them. For example, a child created a dome out of shapes and his friend responded, 'well done! Let's do a high five!' Staff are positive role models. They treat children with respect, provide lots of praise and encouragement, and take time to listen to their thoughts and ideas. Children are truly valued and celebrated as individuals.

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

- Children are very much involved in the setting and taught to take responsibility for themselves and the environment. For example, they help to clean their table before sitting down for snack and then collect their food items from the tray. Staff explain that they teach children about the importance of recycling and looking after the environment. Children put their milk cartons into the recycling bin and their food waste into the compost bin.
- Staff have secure attachments with all of the children and the key-person system is effective. Staff know each child's individual interests and can confidently explain their next steps in learning and the good progress they have made from their first assessment. However, staff do not gather as much information as possible from parents when children start to ensure that they have a secure understanding of what children already know and their current stage of development. This means that individual planning is not initially accurate enough.

- Recruitment procedures are effective. The manager and committee ensure that all staff complete an induction and are fully supported at all times. Regular supervision meetings and annual appraisals enable staff to discuss their practice and identify training needs to help them strengthen their skills further.
- Children have a real love of books, which staff nurture extremely well. Children listen intently as staff read with excellent enthusiasm and intonation. Children spend long periods of time exploring books with staff and use their imaginations to describe what they think is going to happen next. This helps prepare children for their next stage of learning and develop their early reading skills in preparation for school.
- Children have lots of opportunities to be creative. They enjoy using a variety of craft materials to make paper chains to decorate the room. Staff allow children time to explore the resources and make independent decisions about what they would like to do. Children are proud of their achievements and staff praise them enthusiastically for their efforts. Children's pieces of work are displayed within the setting, which helps promote a sense of belonging.
- Managers, staff and the committee are highly reflective. Since their last inspection, they have worked hard to develop opportunities for children to strengthen their mathematical language and skills. For example, they have purchased more resources, such as calculators, dice, textured numbers and print, which children now use confidently during their play. This has had a positive impact on children's mathematical development.
- Children have constant opportunities to gain fresh air and exercise. They have continuous access to the garden which enables them to decide where their learning takes place. In addition to the well-resourced garden, children have lots of outings to explore the local area and learn about the local community. For example, they visit the library, restaurants and soft-play centre. This helps to develop children's knowledge and understanding of others.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of the procedures to follow should they have concerns about children's safety or well-being. The manager places high regard towards safeguarding training. For example, she ensures that all staff refresh their training regularly and that child protection procedures are discussed during staff meetings and supervision sessions. Staff understand the importance of risk assessing the environment and resources to ensure that hazards are minimised. Children take part in fire drills throughout the year, which helps develop their knowledge of how to keep themselves safe.

What does the setting need to do to improve?

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

- improve systems for gathering and obtaining information from parents, to help clearly identify children's starting points and enable staff to have a secure understanding of what children already know.

Setting details

Unique reference number	113684
Local authority	West Sussex
Inspection number	10128661
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	26
Number of children on roll	37
Name of registered person	Rudgwick Pre School Committee
Registered person unique reference number	RP524296
Telephone number	01403 823558
Date of previous inspection	23 September 2015

Information about this early years setting

Rudgwick Pre School registered in 1992 and operates from a Scout hall in Rudgwick, West Sussex. The setting is open on Mondays and Wednesdays from 9am to 1pm, Tuesdays from 9am to 3pm and Thursdays and Fridays from 9am to midday, term time only. The setting receives funding to provide free early education for children aged two, three and four years. There are 10 members of staff employed to work with the children. Of these, six hold appropriate early years qualifications.

Information about this inspection

Inspector

Hannah Barter

Inspection activities

- The manager took the inspector on a learning walk to explain the provision and how activities are organised.
- The inspector spoke to a number of parents during the inspection to gain their views and feedback on the setting and staff.
- The manager and inspector took part in a joint observation.
- The inspector spoke to the manager, staff, committee members and children at appropriate times during the inspection.
- The inspector observed staff and assessed their quality of teaching and interactions 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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