

Inspection of Bolnore Village Pre-School Ltd

The Woodside Pavillion, 120 Middle Village, Bolnore Village, Haywards Heath RH16 4GJ

Inspection date: 8 April 2022

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

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

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

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

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

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children enjoy exploring in this exciting learning environment. They learn through investigating and using their senses. For instance, they smell the different herbs that have been planted in the garden. There are high expectations for all children, including children with special educational needs and/or disabilities. Leaders want children to learn to problem solve, develop their communication skills and to grow in confidence.

Children are encouraged to be creative. They are given freedom to express themselves through craft activities. For example, they use play dough to create colourful monsters, adding in feathers, pipe cleaners and plastic eyes. Children develop their imaginations while playing alongside their friends. They pretend to work in a café, serving tea and coffee to each other. Children are developing the skills they need in readiness for the next stage in their learning.

Children's behaviour is good. They follow the routine of the day and know what to expect next. For instance, when the bell rings they quickly go to sit on the carpet to get ready for the next activity. Children form trusting relationships with their key person and feel safe and secure in the setting. They are confident and independently access the resources in the environment.

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

- Leaders are passionate and knowledgeable. They take pride in their professional development and use the knowledge they gain to develop the provision. For example, training on communication and language has led to leaders introducing visual prompts within the environment with new vocabulary on. Staff use this language with the children to broaden their vocabulary.
- Staff focus on developing children's personal, social and emotional skills. They give them lots of praise, which helps to build their self-esteem and confidence. When children need support to resolve a conflict, staff intervene quickly, getting down to the child's level and helping them to find a solution.
- Children grow in their independence. They put on their coats when it is time to go in the garden and hang them up when they come inside. Children sit nicely during snack and mealtimes as they chat to their friends. Children learn to line up at the door. They help adults to tidy their environment and learn to look after resources. Children are well prepared for the next step in their education.
- Staff's interactions with children are good. They play alongside children and help to scaffold their learning. For example, children play hook the duck in trays of water. Staff encourage the children to count how many ducks have been taken away and how many are left. Children make good progress in their mathematical development and enjoy counting objects in the environment.

- Staff and leaders successfully work in partnership with parents. They share plenty of information with families and keep them well informed of children's progress and next steps. Parents are full of praise for the staff team. They explain how their children are thriving and benefitting from the variety of activities available.
- Staff are very effective at monitoring children's progress. They quickly identify if a child is falling behind, discuss this with the parents and make referrals to other professionals as required. When children are identified as needing additional support, staff work with them on a one-to-one basis to help them achieve their next steps.
- Staff report they are well supported within their roles. They receive regular supervision, which helps to develop their performance and identify any areas for training. Leaders are aware of the pressures on staff and, therefore, ensure there is planned time each week for staff to fulfil their duties. Regular team meetings give the staff a chance to reflect on what is working well.
- Children are confident communicators. They are happy to talk to visitors and explain what they enjoy in the setting. Staff plan group activities to develop children's listening skills to assist with learning letter sounds. However, due to the number of children participating, some children become disengaged and staff are unable to redirect children's focus back to the activity.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders are aware of their responsibilities to safeguard children. They are confident in how to raise a concern that a child is at risk of harm and know the local procedures to follow. Staff are aware of the different types of abuse and what signs and symptoms to look out for, including when a child may have been exposed to radicalism or extremist views. They monitor the welfare of children, working collaboratively with families to get support in place at the earliest opportunity. Staff are familiar with the setting's whistle-blowing policy and know who to contact if they have concerns about an adult working with children. Robust recruitment procedures are in place to ensure the suitability of staff.

What does the setting need to do to improve?

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

- review the organisation of group activities to ensure children remain focused and continuously engaged in meaningful learning and development.

Setting details

Unique reference number	EY481559
Local authority	West Sussex
Inspection number	10228933
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	40
Number of children on roll	50
Name of registered person	Bolnore Village Pre-School Limited
Registered person unique reference number	RP903843
Telephone number	07712579888
Date of previous inspection	15 September 2016

Information about this early years setting

Bolnore Village Pre-School Ltd re-registered in new premises in 2014 and is situated in a residential area of Bolnore Village near Haywards Heath, West Sussex. It is open Monday to Thursday from 9am to 3.30pm and Friday from 9am to 1pm, during term time only. There are eight members of staff, all staff hold appropriate early years qualifications to at least level 2. One member of staff has achieved early years professional status as well as a nationally recognised special educational needs coordinator qualification. One staff member holds qualified teacher status and one member of staff has a foundation degree. The provider is in receipt of funding to provide free early years education to children aged two, three and four years.

Information about this inspection

Inspector
Jade Orosz

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The owner, manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 inspector spoke to several parents during the inspection and took account of their views.

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 2022