

# Inspection of Nutley Preschool Playgroup

Nutley War Memorial Hall, High Street, Nutley, UCKFIELD, East Sussex TN22 3NE

---

Inspection date: 7 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settled. The setting is welcoming and friendly. Children come in smiling and quickly access the activities and opportunities on offer. Staff interact with them in a positive, warm and supportive way, and show genuine interest in what children say and do. They encourage children to join in and play with each other. This helps children to make friends and develops their confidence. Children behave well and are excited to play together, such as exploring the role-play toys.

Children are eager to share what they have done with staff and each other, and this results in children developing positive attitudes to learning. They confidently share that they enjoy coming to the setting and what they like to do. For example, they eagerly demonstrate how to find numbers hidden in the sand tray.

Children are eager to join in with activities that staff plan around their interests. They become engrossed in looking for insects outside and learning about how to look after them. They enjoy exploring the outside space and playing together. Staff are interested in and attentive to their needs. Staff regularly share what children have done at the pre-school with parents to keep them informed of their progress.

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

- Staff support each other and this provides a calm and warm environment for children to play and learn in. Staff know children well. They are able to identify their strengths and where they may need more support. They plan activities based on children's interests and this results in children being eager to join in and have a go.
- Staff show a genuine interest in children, and listen to and talk with them. They are kind and caring. Children play well together, taking turns and sharing. They are well supported to develop their independence, such as choosing their own snacks and what to play with. This helps them to develop their confidence, ready for school.
- Staff talk to children throughout the day. This helps children to learn new words and talk about things that interest them. Staff skilfully extend children's language and thinking skills by posing questions and asking for children's ideas.
- Parents are overwhelmingly positive about the progress their children are making and the experiences that they have at pre-school. The setting shares what the children have done during the day in a variety of ways to keep parents informed of what children have learned. Parents feel that their children are well prepared for school and have made good progress.
- Leaders and managers are able to discuss plans they have for the pre-school in the future to support children's learning and development further. They have

made changes that positively impact on staff and children. Managers monitor staff performance through regular meetings and observing practice. However, plans for the professional development of staff are not precisely targeted to help raise the quality of teaching even further and provide children with new challenges.

- Staff encourage a love of stories and rhymes and read to children regularly. They provide children with opportunities to write and recognise letters and sounds. Children are keen to share the knowledge they have learned with adults and are proud of their achievements.
- The setting has good links with the local primary school and staff share information with them about the children starting school in September. This results in children and parents feeling comfortable and ready to start.
- Children take part in some celebrations, such as at Christmas and Chinese New Year, and children who speak other languages at home share words and phrases. However, staff have not fully extended opportunities for all children to develop an appreciation of diversity. For example, at times, staff do not make full use of opportunities to explore different cultures within the local community in order to support children's understanding of different people and communities.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know how to keep children safe and what they would do if they had concerns about a child. They have attended safeguarding training and know the procedures to follow if they have concerns about other members of staff. They know the signs and symptoms of abuse. They monitor children well and the setting is secure. Staff are diligent and there are clear processes in place for the recruitment of staff and committee members, ensuring children are safe at all times.

## **What does the setting need to do to improve?**

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

- focus staff development opportunities more precisely on further enhancing staff's teaching skills and continuing to create new and exciting challenges for children
- extend opportunities for children to develop an understanding of and appreciation for different people and communities.

## Setting details

<b>Unique reference number</b>	109472
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10228132
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Nutley Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP904521
<b>Telephone number</b>	07535 655013
<b>Date of previous inspection</b>	2 February 2017

## Information about this early years setting

Nutley Preschool Playgroup registered in 1984. It operates in the Memorial Hall in Nutley, East Sussex. The pre-school receives funding to provide free early education to children aged two, three and four years. It is open each weekday during school term times from 8.45am to 3pm. There are six staff employed, of whom one holds a level 4 qualification, two hold a level 3 qualification, and three hold a level 2 qualification.

## Information about this inspection

### Inspector

Victoria Salisbury

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk and joint observation together and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 with the nominated individual/registered individual about the leadership and management of the setting.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022