

# Yarburgh Community Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	113845
<b>Inspection date</b>	03 March 2008
<b>Inspector</b>	Gillian Cubitt
<b>Setting Address</b>	Highfield Road, East Grinstead, West Sussex, RH19 2DX
<b>Telephone number</b>	01342 300767
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<b>Registered person</b>	Yarburgh Community Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Yarburgh Community Pre-school registered in 1982. It is managed by a voluntary management committee made up of parents of children at the pre-school and members of the local community.

It operates from purpose-built premises in the grounds of Yarburgh House in East Grinstead, West Sussex. The setting shares an enclosed outdoor area with a day nursery and opportunity playgroup on the same site. Children attend from the local urban area.

The pre-school opens from 09.15 to 12.15 on Mondays to Fridays during term times with additional afternoon sessions from 13.00 to 15.30 as required.

A maximum of 26 children aged from two to under five years may attend the setting at any one time, and there are currently 43 children on roll. Of these, 30 children receive funding for nursery education. The preschool supports children with learning difficulties and/or disabilities, as well as children who speak English as an additional language.

There are nine members of staff, six of whom hold appropriate early years qualifications and three practitioners are working towards a childcare qualification. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Good levels of cleanliness and effective hygiene procedures within the setting ensure children's health is fully supported. The purpose designed toilets aid children's independence when attending to their personal care. They use individual towels to dry their wet hands before placing them in the laundry, which reinforces children's understanding of good hygiene practice. Children enjoy the 'café style' system where they may choose to eat and drink when they feel the need. Nutritious snacks are always available, such as carrots, apple and dried fruit, which a member of staff prepares each morning. Fresh drinking water is available for children to help themselves. Children's emotional well-being is assured as they are cared for in a predictable environment where practitioners are mindful of children's feelings, especially during the early days of settling in; children know they can go to caring adults for reassurance.

All children have good opportunities to enjoy outside play in all weathers. They have complete autonomy in deciding where they prefer to play, as a member of staff is present outside at all times to support and supervise children's activities. The resources available, such as large scale apparatus for climbing and sliding, challenge children's physical skills. They ride on bikes and scooters, slowing down as they negotiate their way past one another before speeding up when their path is clear. The ample space also gives them opportunities to run and participate in vigorous exercise in the fresh air.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play in bright, airy rooms where there is a warm, welcoming atmosphere. They feel secure and settled because they see their paintings displayed around the room and attractive posters and photographs that they relate to. There is a good range of age appropriate resources and equipment which are safe because they are regularly checked and well maintained. Children develop independence in that they choose their own activities from the toys and equipment which are displayed or placed in drawers or containers around the rooms and outside areas.

Toys, equipment and materials available ensure children are provided with a balanced range of age appropriate activities. Most toys are stimulating, fun and provide sufficient challenge for the children. For instance, there are construction toys, dough to mould and opportunities to cut and stick, although scissors are placed out of immediate reach for safety reasons, which has some impact on children's spontaneity.

Children's safety within the setting is a high priority. They are greeted each morning by a member of staff and entrances are well secured. All visitors are checked and supervised whilst present. Risk assessments are also completed, especially when going on outings, to ensure that children who have disabilities are fully included.

Children's welfare is protected because practitioners have updated their knowledge and understanding of safeguarding children. They have a full and clear written policy which is understood by practitioners and shared with parents.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy access to a good range of activities and resources, which include craft, painting and sticking plus resources such as books, jigsaws and dressing up clothes. They eagerly join in with all that is presented in a truly child-led environment. Some activities are broadly linked to themes around current events. For example, children enjoy making their own 'mothers day' gifts, making hand prints and creating their own envelopes for their pictures. Children enjoy listening to stories and singing rhymes such as 'Baa Baa Black Sheep' and songs with actions, raising their hands above their heads to depict twinkling stars. Children take pride in recalling the details of stories they enjoy most, which aids their early communication skills. Younger children are generally monitored well, using the framework of Birth to three matters. They benefit from good interactions with their older peers, who assimilate younger members of the group well in all the activities.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Practitioners have sufficient understanding of the Foundation Stage which underpins their practice and enables them to provide a range of activities to support children's learning. To aid focus the rooms are organised into specific areas of play which are linked to learning, such as 'maths' and mark making, construction and messy areas. Practitioners observe children in their spontaneous play activities, which helps them to plan for the next steps in children's learning. The success of this system rests on the key person's confidence and sound knowledge of children's individual stages of learning and, at the present time, there is not consistency in practice of all practitioners. Although children are observed and notes made on what children are doing, there are gaps in practitioners' knowledge of how to extend some activities to make them more interesting and stimulating for the children. For example, the role play area is adequately resourced as a grocer's shop with a till and empty cardboard boxes, which children happily place in bags and take elsewhere in the setting, leaving the grocer's shop unused and sparse. Few opportunities are created to extend play due to a lack of resources and materials for children to develop their own ideas along the theme. Although practitioners observe they do not always intervene appropriately to further develop children's thinking and learning.

Children benefit from the free-flow play experience, challenging their bodies in the outside play environment. Inside they enjoy dressing up in pretty flowing dresses and pirates' hats. From discussion, children and practitioners express their delight when they recalled their 'pirates' ship' play, using tape measures for fishing rods and talking about sharks. Fantasy play is important and children also enjoy listening to fairy stories using the tape recorder and headsets. They sit quietly in the library area concentrating whilst listening. Children understand that print carries meaning and beam with delight when their favourite stories are read to them. Children are generally confident and interact well with their peers and adults. They learn about their world from occasional visitors who stimulate children's awareness of stories through pictures and illustrations, as well as other professions who come to talk about their work, such as the police and fire officers.

## **Helping children make a positive contribution**

The provision is good.

Children with disabilities are fully included into the group by the good systems in place that raise the awareness of all practitioners and children. Children also learn to respect other cultures through exploring seasonal events, although they do not make the most of the cultural backgrounds of the children who attend. All children develop a sense of belonging as they join in group activities like singing. Music is regularly played and children sing happily as they engage in some of their tasks. They feel valued as they are asked for their preferences and eagerly participate in rhymes with actions as they sing 'Twinkle, Twinkle Little Star'. Children display happiness in their interactions with practitioners who smile and talk to them throughout the day.

Children behave well. They thrive in a friendly atmosphere where they learn the routines and respond favourably to positive methods that encourage good behaviour. For example, children use social conventions such as 'please' and 'thank you'. Children feel important when celebrating birthday occasions; they have their special cake and proudly blow out the candles. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Children benefit from the practitioners' friendly relationship with parents. Parents speak very highly of the care and education their children receive. This is helped by the good documentation and regular information they receive, either from newsletters or via the notice board where planning is displayed. Key persons make themselves available to discuss individual needs on a daily basis. They also hold one-to-one sessions so that parents can see and discuss their children's progress.

## **Organisation**

The organisation is good.

The preschool is well organised and provides a very caring and supportive environment. A consistent staff team and volunteer parent helpers work together cohesively to provide a stable environment for the children, providing continuity of care. New practitioners undergo rigorous checks to ensure they are suitable to work with children but they lack appropriate experience and skills to fully participate in the key person role. Several practitioners have been working at the group for a number of years, demonstrating dedication to their work, and they are proactive in attending training courses such as Birth to three matters and first aid. All legally required documentation that contributes to the children's health and safety is up to date, available and stored appropriately to maintain confidentiality. The two rooms and outside play areas are well organised so that the children can move around easily and extend their play.

Leadership and Management are satisfactory. The two supervisors and supporting practitioners are clear about their individual roles and those of the committee members, who firmly support the staff team. The work is shared and all contribute to staff meetings. Practitioners also have opportunities to review practice through their appraisal system. The current methods of planning for children's next steps, however, are too broad for the less able members of staff to fully participate in deciding the next steps in learning from their observation notes. The key person role is in its early stages of development, especially with the support of younger and less experienced members of the team.

Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection an inadequate judgement was given because the provider did not have adequate understanding and written documentation to support procedures for safeguarding children, which could possibly put children at risk. As a result, the provider organised training for key members of staff and the policies are now updated. All practitioners are now aware of their responsibilities with respect to children's safety and protection.

There were two recommendations made for nursery education. These were to plan how role play areas are resourced to promote children's creativity and to improve planning and assessment recording systems to provide sufficient challenges for all children. There are now systems in place to review these recommendations, which are still on-going. The management are aware of these weaknesses, especially with regard to the role play areas. Planning has been reorganised and is continuously being reviewed for its effectiveness in meeting children's needs.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- further develop the key person role to support the less experienced practitioners in how to observe and develop activities appropriately (also for nursery education)

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop opportunities for children to fully extend their role play by increasing the available resources relating to the theme enabling them to explore their understanding of early writing, counting and creative skills
- promote the learning environment by linking activities to the cultural backgrounds of children who attend

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