

Yapton Community Pre-School

Inspection report for early years provision

Unique Reference Number	EY343682
Inspection date	04 July 2008
Inspector	Christine Clint
Setting Address	Yapton C of E School, North End Road, Yapton, ARUNDEL, West Sussex, BN18 0DU
Telephone number	07906 461 624
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Registered person	Yapton Community Pre-School
Type of inspection	Integrated
Type of care	Full day 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.

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 good.

WHAT SORT OF SETTING IS IT?

Yapton Community Pre-School registered in September 2003. The pre-school has sole use of an adapted building which offers two playrooms and all facilities. There is a secure outside play area and the setting is situated within the grounds of Yapton Church of England School, in West Sussex.

The pre-school is open each weekday from 09:00 to 12:00 and for three afternoons from 12:00 to 15:15 during the school term. Children from the local and surrounding rural areas attend. The pre-school employs six staff, of whom five, including the managers, hold appropriate early years qualifications. One staff member is a qualified teacher.

There are currently 42 children aged from two to under five years on roll, of these, 31 receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The pre-school receives support from the local early years network. At the time of the inspection 28 children were present.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is strongly promoted throughout the daily routines and there are clearly worded policies and procedures in place to ensure that all health needs are included. Children have access to outdoor activities throughout the session and they are fully encouraged to extend their physical development with a wide variety of apparatus. They climb and manoeuvre, they balance on large tyres and curl up inside cardboard boxes. Children pour water and shovel sand, they manage all the different levels and surfaces; they move with competence throughout the morning. Older children take responsibility at snack time and pour their own drinks, they carry plates of fruit to other tables. Children show confidence and ability during the group cooking activity and they eagerly take part in mixing and stirring ingredients.

Children are gaining knowledge about their bodies, they talk about having a heart and know it is in their chest. They are confident about managing their own personal care and they wash their hands before snack time and cooking. Children are learning about hygiene during cooking because staff remind them to use a wipe for their fingers each time they touch their mouths. There are well practised routines to maintain hygiene during cooking. Children have taken part in themed activities to learn about health and this has included taking care in the sun; they all wear sun hats in the garden and staff are diligent about reminding children. The premises are regularly cleaned at the end of every session and staff ensure that tables are thoroughly wiped before eating commences.

Children's health and well-being is clearly supported because staff show a high level of awareness for understanding and following any routines regarding children's allergies. They have attended training for administering specific medication and all necessary equipment is named, easily accessible and stored safely. Staff have liaised fully with parents and the nearby school to ensure that all systems are in place and they conscientiously link the epipen training as a reminder every time they practise an emergency procedure. All recording of medication details and permission from parents is obtained; staff are fully aware of the regulations. Children's accidents are instantly responded to and staff have current first aid training. They clearly record accidents and the treatment given, although several records have not been signed by parents.

Children show enthusiasm and delight at snack time. They are very involved in this social time, talking about the different fruits, interacting with each other and sharing the fruit. Children bring fruit from home and they taste the scones they have made during the session. They show a clear sense of accepting each other's preferences when some children decline certain fruits. Children take part in organising the snack time, they help with plates and cups, they know the routines well and show confidence in their abilities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are fully safe and secure because the pre-school has sole use of the premises and the outdoor area is entirely fenced. Staff follow well organised systems to ensure that children are supervised on entry and very effective routines are followed when parents enter to collect children; staff maintain a continual presence and monitor each family exit. There is ample space and children move freely at all times. They can access a wide variety of play resources in both playrooms and in the well resourced garden. Children know that they can ask for particular play

items and they have full freedom of choice for most of the session. They are encouraged to tidy toys before snack time, but there are no enforced routines.

Children's ongoing safety is thoroughly planned because the staff complete risk assessments and daily checks are carried out; staff fully prioritise security at all times. A record of all visitors is in place and there are clearly written procedures for any lost or uncollected children. A separate folder of fire risk assessment is available and this is updated regularly; it comprehensively includes all fire drills and extra details are noted. Fire equipment is in place and fire exits are clear. There are effective links in place with the planned emergency procedures for the school site.

Children's welfare is purposefully managed because staff show experience and knowledge of the safeguarding procedures in place. The pre-school leaders have attended child protection training and disseminated this to all staff. They are very aware of maintaining confidentiality within the community. There is a written policy in place and extra procedures have been added to show how instances of allegations against staff would be managed. Records are made if any children arrive with injuries from home and parents are fully informed about the pre-school's responsibility to refer any concerns.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children arrive happily and eagerly, they know the daily routines very well and smaller children are able to learn these routines from their older peers. Children self register and enthusiastically take part in free play. They have ample opportunity throughout the session to increase their physical development during outside play and during all the preparation for snack time. This freedom and choice encourages children to increase their skills of managing and builds their individual confidence. Children rapidly learn to make decisions and self select, they have substantial time for making choices and becoming involved in group activities. They respond well to staff and each other, they show interest and relish small opportunities for being responsible. These daily routines provide stability and help children to build relationships with staff and each other, and this contributes totally to children's emotional well-being and their ability to become competent learners. Staff show experience and knowledge of child development and use the aspects of the Birth to three matters framework when they are caring for smaller children. They establish and maintain regular daily links with children's families and learn children's individual characteristics. Children flourish in the welcoming environment, they are clearly valued and this enables them to have trust and feel secure in the setting.

Nursery education.

Older children are forming friendships and instigating play at times, especially during role play and they show confidence and ability in knowing how to use resources. They are eager and competent during the cooking activity, learning to take turns and share the tasks. They are independent during snack time and fully appreciate the opportunity to prepare some fruits and to share these with other tables. Children are competently managing their own personal care. They remember information and share this, they talk about previous events and provide details. They initiate conversations during role play and especially at snack time, which is a whole group social event.

Children are eager to communicate and speak in front of each other, they are learning to listen when another child is speaking, they are encouraged to talk about recent events. They show

concentration and read from pictures during the bedtime story, role play activity. They are alert and responsive to the rhyming sounds in the story and staff use this to link with the letter sounds of their names; children know these well and can recognise and match sounds and letters. They are all learning to recognise and register their own names when they arrive and their initials are clearly displayed above their coat pegs to encourage familiarity. Children have frequent opportunities to practise emergent writing and older children show they can clearly write their names. Children are constantly involved in dialogue with each other and with staff. They have very regular opportunities to develop their understanding of counting, quantity and number recognition. Children use their fingers spontaneously to show their understanding of quantity. They count frequently during the sharing of cups and plates at snack time and they quickly recognise when there are more plates of one colour compared with another. Children measure different lengths of paper strips against their height, to help them compare lengths. They name shapes and recognise that two triangles, positioned together, can look like a square.

Children's creative play is able to flourish because they are provided with a good variety of continuous opportunities to develop small role play activities with each other. They create a bed using the baby bath and provide covers for each other, they use books to link with bedtime routines. Children sing readily and know the words to songs, they recognise rhyming sounds and carry out actions to well known songs. Children learn to practise with drums and cymbals, they have also used maracas. They recognise and name colours instantly, they are learning to recognise the cooking ingredients by using their senses. Children have had previous themed role play when the play house has been organised as a station, a bakers, a vets and a post office. This has included writing and selling tickets and has increased children's wider knowledge of the world through expanding their understanding of travel. Children learn to name the day of the week and the date by using a daily calendar. They are beginning to understand the concept of time and to recognise the numbers on a clock face. This is explained during the cooking activity and linked with singing time as a reminder; children know when it is time to be collected and this is securely linked with the regular routines of the day. Children use computer equipment, they have regular opportunities to increase their skills of controlling the mouse. They have stories from other countries and cultures, they are learning about different traditions.

Children can immediately access the outdoor play area, which provides a wide variety of encouragement for movement. Children have continual freedom and move between indoor and outdoor play throughout the morning. They demonstrate control and negotiate their own space; they use their imagination and climb inside large cardboard boxes, they climb, balance and manoeuvre on the different levels. Children are well supported during their physical play and staff fully recognise the need to develop this level of competency to support other areas of learning.

The quality of teaching and learning is good. Staff have a clear knowledge of how children learn and a good understanding of children's individual capabilities. They competently organise the use of time and resources; they are continually alert to children's needs and always offer explanation and reassurance. Children have very regular daily routines and these are based around their free play. Learning is included at all times and small planned activities take place to provide a wider experience and to incorporate specific stepping stones. Staff show their knowledge and capabilities because they add very appropriate questions and encourage children's thinking and extend their understanding. They show strong skills of observation in noting children's comments and abilities and these are clearly transferred to the children's individual profiles. The planning is well displayed and has recently changed to link with chosen stepping stones. Children's records of assessment are all in place and staff have recorded precise and

succinct observations; they know and plan for the next steps in children's learning, but this is not fully reflected in the assessment records.

Helping children make a positive contribution

The provision is good.

Children have stories from other cultures and they celebrate festivals to increase their knowledge of the wider world. They have dolls and dressing-up clothes which reflect the diversity within society. They try food from other cultures and they have books which help to translate words in Bengali. The pre-school has previously sought the assistance of parents from different nationalities, to enable them to understand and celebrate other festivals. Staff have an open and positive attitude to ensuring that all families are included. Children with individual learning needs are thoroughly supported and there are records to show that staff monitor and link with other agencies and with parents. Staff show a clear commitment to ensuring that all children have opportunities to succeed.

Children behave well because they are valued and encouraged to have a sense of belonging. They have a wide choice of activities to interest and hold their attention and they know the pre-school routines. Staff monitor and supervise children at all times, they are excellent role models and their praise increases children's self-esteem. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Children are very settled and happy in the pre-school because there are good verbal exchanges at delivery and collection time, staff are always available for parents and any specific information is recorded in the daily diary, to share with all staff. Parents help to form the committee to support the pre-school. They are welcomed into the setting at delivery and collection times and they are encouraged to attend as volunteers. The pre-school are currently introducing a key person system, to liaise with parents about children's individual learning and development. Parents have ample information displayed and access to all the pre-school policies and procedures, including a clear complaints procedure. There is a small blackboard for parents to have instant daily information. Parents sign contracts and collection routines are organised, they provide all necessary written permission to meet the regulatory requirements.

Parents interviewed are very happy and fully satisfied with their children's care and learning. They are aware of the assessment records that the pre-school complete and they are provided with regular letters to explain the intended learning through planned activities. However, parents do not see their children's assessment records until their final term and they do not have opportunities to contribute to these.

Organisation

The organisation is good.

Children's care and the daily operation of the pre-school is very competently organised and managed. There are well established systems in place and staff show a thorough understanding of following the daily routines to maintain children's safety and to meet their needs effectively. Systems have been established to ensure that any new staff are cleared to work with children and documentation is available to support the process. The pre-school have an operational plan which consists of a full range of policies and procedures including all regulatory requirements. However, not all documentation is fully organised and instantly available.

The registration certificate is clearly displayed in the entrance area and children's attendance is recorded, although any variations to individual children's times of attending are not noted. The pre-school maintains a strong ratio of staff to children and all new staff follow a clear induction procedure. There are specific routines in place for students and any volunteers. The pre-school has a high level of qualified staff, who are dedicated and committed to the children's care and education. They show enthusiasm for team work and rotating responsibilities to increase their knowledge and learning; staff training needs are supported and provided.

The leadership and management is good. The pre-school leaders are experienced and continually offer support and guidance to staff through regular staff meetings and informal appraisals. They maintain close links with the nearby school and other local schools, who mostly visit before children transfer. The pre-school leaders liaise with the committee and ensure that information is shared. New training is organised through the local early years network and links are established with any other agencies when support is required. The pre-school leaders show a strong sense of commitment to making improvements and introducing any changes. They have completed the Ofsted self evaluation form and added further updates for changes introduced. The setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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

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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 good.

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):

- ensure that parents sign all accident records
- keep an accurate record of children's times of attendance
- ensure that all documentation to support the management of the pre-school is fully organised and available

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):

- enable parents to contribute to their children's assessment records and include opportunities for them to access the records regularly

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk