

# Yateley Community Pre-School

Inspection report for early years provision

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**Unique reference number** 109926  
**Inspection date** 22/10/2008  
**Inspector** Bernice Magson

**Setting address** Yateley County Infant School, Cranford Park Drive, Yateley,  
Hampshire, GU46 6LB  
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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Yateley Community Pre-school has been operating in Yateley for 30 years and serves a diverse social community, including a few children with minority ethnic and Gypsy/Roma heritage. In 2007, the pre-school moved into a new building which is situated in the grounds of a local infant school. The setting includes a spacious room, large garden, kitchen, office, cloakrooms and facilities for the disabled. Children also benefit from access to facilities in the infant school, including the main hall, playground and field. The setting is managed by a parents' committee and is registered to care for a maximum of twenty six children at any one time aged from two to five years of age. Currently, there are 43 children on roll who attend at different times, including 31 children in receipt of nursery education funding. The pre-school supports children with learning difficulties and disabilities, including speech, language and communication needs and those speaking English as an additional language. It is open for 38 weeks a year offering 10 sessions a week. The morning session runs from 9.15 to 11.45 and the afternoon from 12.30 to 15.00. There are nine experienced members of staff who are employed on a full or part time basis. Seven staff have early years qualifications to level 3 and 2 staff members are working towards a relevant qualification. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

This is an outstanding pre-school in which children achieve extremely well. An experienced and committed team of supervisor, staff and registered committee provide a high quality learning environment which meets the needs of all children. Relationships between children and with adults are outstanding. Parents are very positive in their support of the teachers and are appreciative of the extensive arrangements to involve them in learning and inform of their child's progress. The supervisor and registered committee identify clear priorities for the development of the setting with very well defined systems of delegation and organisation of activities. The setting has an excellent capacity to develop provision and raise standards further.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- extend the range of opportunities in child-initiated play so that children can develop better their skills of counting and calculation
- further develop facilities outdoors in order to extend the range of children's learning experiences

## **The leadership and management of the early years provision**

The supervisor has excellent knowledge of how the young child learns and provides the pre-school with a very clear direction. She is ably supported by the registered committee and staff. Effective procedures are in place to safeguard children and adults ensure that they work in a healthy and safe environment. Children play safely because of rigorous reviews of security and daily risk assessments. Self evaluation procedures are good and effective in identifying strengths and weaknesses, and in monitoring and evaluating outcomes. An improvement plan is prepared annually and shows good consideration of the views of parents. For example, changes were made to snacktime arrangements, because parents expressed concerns about missed opportunities for social interactions with a more flexible system. Currently, the supervisor and registered committee are seeking funds to develop a covered area outdoors to provide better protection for children and enable them to access activities in all weathers.

The supervisor is very committed to improving her professional knowledge and that of staff, and training is given a high priority. For instance, two staff had recent training on the education of members of the Travellers community. The registered committee is effective in fulfilling its statutory roles and ensuring that high quality welfare and nursery education is provided. Responsibilities are delegated extremely well and the monitoring and review of provision is rigorous. All meetings are well-documented and information is shared effectively with parents, carers and legal guardians. Actions of the committee are open to continuous review. For example, a current notice invites interested parties to join appointed officers in a risk assessment of the building. Parents and the community give good support, such as the recent development of a permanent outdoor learning environment.

## **The quality and standards of the early years provision**

In a bright and stimulating environment children are confident and enthusiastic learners. Behaviour is excellent. Children start school with a wide range of abilities and achieve extremely well in all areas of learning, reaching expected goals for their age when they move to their next stage of education. All children have access to the curriculum, because individual learning needs are identified and addressed well. Staff are deployed very effectively to support them. Outside agencies give support if necessary, such as for children with social and emotional, or communication difficulties.

The curriculum is varied, enriched and exciting. Parents and children are invited to offer suggestions to the curriculum theme of the week, and visitors from the community enhance the curriculum also. A variety of themes are used to develop children's knowledge and understanding of the world and consolidate skills across all areas of learning. For example, during the inspection, children took part in activities to celebrate Divali, including traditional dance, role-play in traditional costumes, making diva lamps, pattern making and eating party foods. Recently, the school has focused on the development of the provision outdoors so that children are introduced to a further range of experiences. Children are encouraged to be independent thinkers and choose resources carefully to achieve their intentions. Key persons skilfully encourage them to learn new skills. At the start of each session,

children are invited to suggest games and equipment to put out on an empty table, left intentionally for them to plan. Children are making excellent progress in their personal development and are learning basic skills necessary to look after themselves and communicate their needs. Staff have recognised that less attention has been given to counting and calculating in child-initiated play and activities are now focused on raising achievement at a more rapid pace. Nevertheless, children are confident in numeracy; identifying numbers on a number line, counting diva lamps beyond five, and pricing dishes to purchase in the role-play pizza bar.

Parents are pleased at how well their children have settled in school and of the rapid development in their personal and social skills. They describe how children are gaining in skills of turn taking, and can enter in conversation with friends and adults. A record of children's progress is collated and shared with parents so that they can contribute information about achievements in the home, and inform key persons about current interests. Digital recordings allow parents to see how well children have progressed in each session.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection

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.