

Yapton Community Pre-School

Inspection report for early years provision

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Inspection date	26/11/2010
Inspector	Lynne Kauffman
Setting address	Yapton C of E School, North End Road, Yapton, ARUNDEL, West Sussex, BN18 0DU
Telephone number	07906 461 624
Email	
Type of setting	Childcare on non-domestic premises

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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 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.

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Description of the setting

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 gardens. The setting is situated within the grounds of Yapton Church of England School, in West Sussex. The pre-school is open each weekday from 9.00am to 12.00pm and for one afternoon from 12.00pm to 3.00pm during the school term. Children from the local and surrounding rural areas attend. The pre-school employs seven staff, 6 permanent, one temporary, of which three have Level 3 qualification and three are working towards their Level 3. One staff member is a qualified teacher. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, to care for up to 32 children under the age of eight years. There are currently 42 children aged from two to under five years on roll, of these, many receive funding for nursery education. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school receives support from the local early year's network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Yapton Pre school is a good and inclusive provision. It successfully provides exciting challenges that stimulate children's imagination and promotes their independence effectively so that they learn and develop well. Safeguarding arrangements are very good. The previous action points have been completed and are having a good impact and therefore the setting shows a good capacity for improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the organisation of all documents so that they are more easily accessible
- develop a strategy to involve parents, children and friends of the setting, in the self- evaluation analysis
- review the environment to encourage greater independence for all children.

The effectiveness of leadership and management of the early years provision

The clear vision and drive for improvement by the team leader is raising aspirations of children, their parents and carers. The recently introduced early morning briefings strongly support the continuity of learning. Briefings enable staff to build on any issues that occurred the previous day and ensure the setting is meeting the needs of all children. The strength and success of the pre school's

management is also seen in the retention of high quality staff and the accuracy of the setting's self evaluation. Staff are well qualified for their roles; their long service is appreciated by the parents and carers. Safeguarding and child protection are central threads that underpin the setting's thinking and planning. All staff regularly update their safeguarding and child protection training. The setting is secure and well maintained. All dropping-off and collection policies follow a strict regime which is recorded through the school's information pack. Risk assessment is well managed and all aspects of the pre school are monitored for risk. For example, play leaders working in the outdoor area have a walkie-talkie connection to the two rooms with the outdoors so in the event of a problem they can gain immediate support. All staff work to sustain improvement through their performance management targets. Managers' reflection and action on both internal and external evaluation are effective in securing improvement. Staff take responsibility for monitoring the cleanliness and safety of the setting and resources, to ensure all equipment is regularly checked for meeting health, hygiene and safety standards.

Parents, carers, and volunteers run the management committee so parents have ownership of all actions taken to improve the setting. Their fund raising is invaluable to enrich resources. Resources are well deployed, varied and of good quality. They are stimulating and ensure the play focus of the pre school encourages enjoyment and adventure.

Yapton pre school is an inclusive setting. Children are well integrated from a range of backgrounds and cultures. The management committee work hard, through their policy development and implementation, to ensure equality of opportunity and freedom from discrimination. Organisation of files and records is haphazard and it often takes time to find a specific document. There is no administrative support for the setting so any administration takes staff away from actively improving the children's education.

Self-evaluation is good and provides a clear indication of the setting's strengths and areas for development, however there is capacity for greater involvement from parents, children and friends of the setting to ensure the self-evaluation reflects all views.

Partnerships are good with the adjacent school. A lively newsletter helps inform and strengthen the links with parents and carers. There are strong links with the local authority which encourages development of the Early Years Foundation Stage framework. The comprehensive and useful learning journals and assessment are a good example of the local authority impact.

The quality and standards of the early years provision and outcomes for children

Children arrive at school with smiling faces as they love pre school. They quickly say their good byes, hang up their coats and go to their favourite activity before the day starts formally and no learning time is wasted. They have clear routines. All activities are child led and learning is outstanding. All key workers note small

steps and early learning achievement; all tracking of progress is entered into children's journals. This also informs the one-to-one sessions with children, parents and carers. The child's progress and learning are discussed to help parents and carers see how they can be involved in their child's learning. The effective range of resources provides plenty of stimulation to challenge young minds.

Parents and carers are very pleased that their child is seen as unique in this setting. They say they feel that staffing continuity ensures their child's needs are met and children are well known. During the visit outdoor play brought lots of science work as children discovered ice that had formed overnight. 'What would happen if you took the ice indoors?' a child enquired. Questions like this show how children are developing enquiring minds and a love of learning. The excellent level of discussion between children enabled new words and conversation to begin. At snack time, when the topic of healthy eating was introduced, all children spoke confidently about healthy food. Children fully understand that food and exercise are important for healthy living and happiness. Opportunity for circle time helps children share their concerns in a safe environment with their key workers. Behaviour is excellent. Pupils have a good sense of fairness and take turns and know that bullying is not tolerated by the staff. Most children can collaborate, discuss and share; developing skills of communication for their futures. Relationships are strong at all levels, staff are excellent role models and children are confident to be adventurous. Children's games, exploration and role play illustrate an excellent understanding that equality of opportunity means being fair to everyone.

All children very feel safe and well cared for at all times. They are quick to contribute and help. They learn the routines of putting on coats for cold weather and some manage with zips and buttons to show their independence. Children also can explain about risk assessment, for example, on the climbing apparatus. High quality regard for children's welfare gives attention to detail, for example, checking first aid boxes and use of antiseptic wipes to ensure the spread of germs is limited. Staff training on welfare issues is regular and up to date; certificates displayed underpin the rigour of welfare and care. The setting does not fully explore opportunities to encourage independence as not all drawers and cupboards have labels to help children learn to put things away and collect what they need for an activity. The computer is used skilfully to develop number and literacy skills through games that are fun.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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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