

Yarburgh Community Pre-School

Inspection report for early years provision

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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*.

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Description of the setting

Yarburgh Community Pre-school opened 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 pre-school shares an enclosed outdoor area with a day nursery and opportunity playgroup on the same site.

A maximum of 26 children may attend the pre-school at any one time and it is registered on the Early Years Register. The pre-school is open each weekday from 9.00am to 12.00noon and until 1.00pm on a Monday and Friday during term times. Additional afternoon sessions are offered from 1.00pm to 4.00pm as required.

The pre-school provides care for children aged from two to five years only. There are currently 52 children on roll. The pre-school currently supports children with special educational needs and/or disabilities and children with English as an additional language.

The pre-school employs nine members of staff. Of these, seven hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children benefit from the comfortable and child-friendly environment where they are making satisfactory progress towards the early learning goals of the Early Years Foundation Stage. The cycle of observation, assessment, and planning is an area for improvement, along with their partnership working with other settings children attend. There is a breach of requirement regarding risk assessments. Children have some opportunities to learn about equality and diversity and a little evaluation is done to help identify areas as part of their continuous improvement. Partnership working with parents is strong and this supports staff and the outcomes for each child as they help them learn and develop.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessment for in and outdoors and record when it was carried out and by whom. Regularly review the risk assessment, at least once a year, and include in the record the date of review and any action taken following a review or

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incident.

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

- improve the use of observation and assessment to identify children's interests and next steps for learning and use this information to plan motivating play experiences for each child
- increase opportunities for children to learn about equality and diversity in the social world around them
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children
- develop partnership working with other early years settings that children attend to effectively support their individual needs.

The effectiveness of leadership and management of the early years provision

The pre-school provides children with a safe and secure play environment, both in and outdoors, which is clean, tidy and well maintained. There is a wide range of play resources available to the children, including the new outdoor play area to support their play across all areas of learning. However, the mandatory risk assessments are not fully in place to show what measures are taken to safeguard children; this has an impact on how staff protect the children. Staff have a satisfactory understanding of their role and responsibilities and generally work well together to help the day run smoothly. They are aware of possible indicators of child abuse and the procedures to follow if they are concerned about a child. All other documentation such as accident records, policies and procedures and child registration forms are all in place and are appropriately maintained as part of their daily safety measures for the children. The group's recruitment, vetting and induction procedures are thorough, meaning that only suitable adults work with the children. Appraisals are beginning to take place to highlight any areas for development or for training to be done; this supports part of their ongoing development. No formal self evaluation has been completed but the pre-school has undertaken two modules of their local authority quality assurance scheme and have a basic action plan in place with priorities to address. This reflects a positive attitude towards driving improvement and the outcomes for children but is an area for more attention and improvement.

The pre-school school engage well with the parents, greeting them warmly on arrival, taking time to chat about the child and any news or issues that may affect the child. The group is run by a parent-run committee and parents are invited to spend time in the group to help out with the care of the children. Regular newsletters are sent out, along with information displayed on the notice boards. Formal consultations also take place, when they are able to discuss each child's progress and targets for development. Discussion with parents indicates they are very happy with the care their children receive and feel that the staff are very approachable. Some of the children attend other early years settings, such as a

childminder or nursery; a little work has been done to build a working relationship with these providers, in order to support each child and help them develop through collaborative working. There are links with external agencies to support children with any special educational needs and disabilities to promote their inclusion within the group and their individual additional needs. This forms part of their commitment to promoting equality and diversity.

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

Children show through their behaviour that they feel safe and content in the pre-school. They enjoy a harmonious environment most of the time, where they are treated with respect by adults and encouraged to do so with their peers. They learn about taking turns, using good manners and being kind, recognising that making a positive contribution to their community is important. Children are able to freely access a range of resources both in and outdoors, some of which reflect different cultures, religions and ethnicities. However, too few activities are provided for children to learn more about the wider social world, as part of their education about equality and diversity. The children do enjoy a varied range of art and craft activities, where they explore different media and materials, taking pleasure in blending colours as they paint pictures of flowers. Role play is popular, with children using construction materials to make props to support their games, for example, as they pretend to be fire fighters after making ladders with plastic building materials. The children move confidently between in and outdoors, investigating with magnifying glasses and trowels as they dig to search for bugs. The sand pit provides children with good opportunities to recall and act out trips they have undertaken with their families, with one child pretending to grind flour, using sand and a sieve and bucket after seeing it recently on an outing. Staff plan a range of adult-led activities but they are not wholly considering the needs and interests of the children or the information gathered from observation when they do this, making it more difficult to plan and reflect the uniqueness of the children attending. Some of the children's learning journals are also not being kept regularly maintained to show where and how they are making progress. Nevertheless staff encourage children to try new experiences, support their play with open-ended questions and show an interest in what they are doing and have to say.

Children enjoy being a lunchtime helper, giving them responsibility as they help set out the tables and lunch bags. In the afternoon sessions the older children practise putting on their clothes for physical exercise, with staff encouraging them to persevere as they wrestle with plimsolls and socks. These kinds of activities help them with their transitions to school. Children delight in using new physical play equipment as they take part in egg and spoon races, and baton races in teams with the staff. Sack races teach them about stamina and coordination as they jump about. Staff take time to talk to them about the effects of exercise on their bodies, encouraging them to drink water afterwards when they say they are thirsty.

The children's diets are supported with a good range of nutritious snacks; they

decide for themselves when to eat snack and enjoy the social benefits of sitting together to eat and chat, while they practise pouring their own drinks too. Staff work hard to accommodate any children's additional dietary needs, to support inclusion for every child and to safeguard their welfare so that they are protected from food which causes them allergies. All of the children show a good understanding of keeping safe, as they respond to instruction, take part in regular evacuation drills and learn to use equipment such as woodwork tools in a safe way.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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