

Yarburgh Community Pre-School

Highfield Road, East Grinstead, West Sussex, RH19 2DX

Inspection date	15/07/2014
Previous inspection date	23/05/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff provide children with interesting experiences so children thoroughly enjoy their time at the pre-school. Children are happy and confident, so are ready to learn.
- A very good partnership between the staff and parents ensures key information is shared between them, so children's needs are met well, and children with additional needs receive strong levels of support.
- Staff welcome children into a friendly pre-school environment, where all valued and included, which boosts children's self-esteem.
- Children are safe and secure in the pre-school because the leadership and management's arrangements for safeguarding them are robust.

It is not yet outstanding because

- Staff do not always provide rich experiences for children through use of proficient questioning techniques to make the most of children's experiences, and hasten progress.
- Staff do not make technology resources sufficiently readily available to all children in the programme to develop their understanding of the world.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the indoor and the outdoor learning environments.
- The inspector took account of parents' views through conversations with them, and by taking account of their written feedback.
- The inspector and manager undertook a joint observation together.
- The inspector looked at children's assessment records and sampled other documentation.

Inspector

Alison Large

Full report

Information about the setting

Yarburgh Community Pre-school opened in 1982, and registered with Ofsted in 2001. It is managed by a voluntary management committee. 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 an opportunity playgroup on the same site. The pre-school is registered on the Early Years Register. The pre-school is open each weekday from 9am to 12 noon. It also opens on Mondays to Thursdays from 1 pm to 4 pm also during school term times. The pre-school provides care for children aged from two years six months old to five-years-old. There are currently 46 children on roll. The pre-school receives funding for free early education for three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities and children learning English as an additional language. The pre-school employs seven members of staff. All hold appropriate early years qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- raise teaching to a consistently high quality through enabling all staff to support and extend children's learning as well as possible during discussions about their play and asking relevant questions to encourage them to think more, thus providing children with rich learning experiences.
- extend children's access to use of technology resources, particularly during the morning sessions, so all children have equal access to these to develop their understanding of the world.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of teaching is good. Children enjoy their time at the pre-school because the staff provide an environment that offers children good opportunities to choose their play materials and to use these as they wish. This means children are well occupied. Staff create a challenging and interesting environment. They adopt a positive and encouraging approach. The educational programmes ensure the children are offered a wide variety of useful experiences across the different areas of learning. Children make good progress in their learning under the care of a knowledgeable and motivating staff team. Children quickly develop new skills, grow in confidence and rise to the challenge of trying something new. Staff continually encourage children as active learners. They rightly place emphasis on children's physical development. During creative play, for example, children

experiment with a variety of textures including dough, sand, glue and paint, which help them develop their hand coordination. Staff organise the learning environment well so it allows children to play freely, indoors and out.

Staff complete accurate observation and assessment records for each child. They establish what children can do when they first start. This enables staff to get to know children's skills quickly, so they can plan what children need to learn next. Staff make effective use of systems to see the progress each child makes. Younger children are supported well by staff who organise a separate afternoon session for them. This approach enables them to settle well and become confident in routines. This supports their personal, social and emotional development effectively. Staff implement good planning systems to ensure all areas of learning are promoted well, and children's needs are met.

All staff have a secure understanding of how children learn and develop. They use good teaching methods to support children's learning, such as when they help children to sound out different letters. Older children are beginning to recognise and sound letters in different words confidently, as a result. Staff give children lots of praise and encouragement for their efforts at early writing. In turn, this greatly boosts children's self esteem and confidence, so motivating them to keep trying. This teaching helps children gain useful skills for their eventual move to school.

Staff sit with children and most engage in conversations with them well. For example, there are discussions about things children do at home, interesting activities that children will be able to do during the session and favourite toys they like to play with. Consequently, staff promote children's language and communication skills well. However, some opportunities are not taken to use questioning and discussion to extend children's learning further to provide children with rich learning experiences. This shows the quality of teaching is not of a consistently very high quality. This means that staff miss opportunities to encourage children to think, respond and make quicker progress.

The staff team has implemented the progress check for two-year-old children effectively. All necessary documentation is shared with parents, who are kept well informed about their children's progress. They state they have seen their children make good progress since starting.

The contribution of the early years provision to the well-being of children

Staff have established a very good key-person system. This enables children to develop trusting relationships, so they feel emotionally secure. It helps them develop confidence and be ready for the next stage in their learning, including the move to school. Children are happy and confident because staff are knowledgeable about their individual needs and meet these well.

Staff provide children with secure and safe play environments. The staff team are all involved in teaching children how to adopt safe practices, so they learn to behave in ways that are safe for themselves and others. Children risk assess their use of the outdoor mud

kitchen for themselves, for example. Staff liaise with parents each day to ensure there is consistent care, in order to meet children's needs well. Staff promote equality and diversity effectively. For example, they provide wet-weather clothing so all children can use the outdoor area. However, although staff make good use of the majority of resources to promote children's learning and development, those for technology were not available for children's use on the morning of the inspection. This is because staff restrict children's use of the area which contains such equipment during morning sessions. This means that only children who attend in the afternoons have full access to technology.

Staff are good role models. Their good supervision of children and effective behaviour management systems help children learn right from wrong. Staff make their expectations clear, and children behave very well. They learn to share, to take turns and to play very well together. They are developing good relationships with each other and interact well throughout the nursery. Staff help children become independent learners, so they are confident to make their own choices and decisions. These are useful attributes for the move to school.

The staff help children learn about healthy lifestyles effectively. They provide a good variety of healthy and nutritious snacks, to help children learn what food is good for them. Staff teach children good hygiene routines. Staff provide children with good opportunities to enjoy fresh air and exercise daily because children can choose when to use the outdoor environment throughout much of each session. This helps children gain a positive attitude to being outdoors.

Opportunities to develop children's physical skills are fostered well by the staff team. Children play with a range of suitable physical play resources. Staff teach children to climb, dig, balance and catch, for example. Children have ample time to practise their skills because they can go outside when they wish. Staff make the outside play area a varied learning environment. They provide a wide range of other resources that stimulate the children's interest and provide lots of opportunities for learning and enjoyment.

Staff liaise well with local school staff for children about to start school. This communication helps prepare them emotionally for the move. Staff teach the children well to develop their independence and gain the skills needed to be ready to move on.

The effectiveness of the leadership and management of the early years provision

The leadership and management meet the safeguarding and welfare requirements effectively. Effective arrangements for safeguarding children are in place. Staff have undertaken training and have a thorough understanding of safeguarding and child protection procedures. The committee has clear procedures for the recruitment and vetting of staff, which means all adults working with children are checked as suitable to do so. All staff take responsibility for children's well-being. They use personal vigilance and regular risk assessments to promote children's good health and maintain their safety, both inside the pre-school as well as outside.

Leadership and management of the pre-school are good. The manager and committee work together effectively to implement good quality supervision is undertaken for the staff team. There is an effective appraisal system for all staff. They are encouraged to take training to further increase their skills. This helps improve the quality of teaching. However, no one has relevant qualifications higher than a level 3, and the quality of teaching is not of a consistently very high quality. Nevertheless, monitoring of staff practice helps provide consistency in the quality of teaching across the pre-school.

The learning and development requirements are met. The outcomes for children are constantly improving. The commitment of the staff team ensures there is good team work from all adults. This motivates them to work hard to offer children an environment where children can feel safe, secure and eager to learn. Regular staff meetings ensure that information is shared and that all staff are included in the decision making. This enables them to take pride in their surroundings and enhances their practice. Children with special educational needs and/or disabilities, and those learning English as an additional language are very well supported by staff. One of the pre-school's strengths is how effectively the special educational needs co-ordinator works with parents and other professionals involved with these children to help them develop and make good progress. The leadership's systems for self-evaluation, monitoring and evaluating the pre-school staff team's practice enable the leadership team to identify strengths and any areas for development, although a weakness in the use of technology resources has been missed.

An strong partnership between the pre-school staff and parents means key information is shared effectively between them. Parents express confidence in the high standard of care, communication and their children's preparation for the future. Staff recognise the importance of having good relationships with the parents to help the children make good progress. The links with other providers for children who attend more than one early years setting are effective and promote continuity in the children's care and learning.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	113845
Local authority	West Sussex
Inspection number	813460
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	46
Name of provider	Yarburgh Community Playgroup Committee
Date of previous inspection	23/05/2011
Telephone number	01342300767

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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