

# Walberton Pre-School

Walberton Village Hall, The Street, Walberton, Arundel, West Sussex, BN18 0PB

<b>Inspection date</b>	04/11/2014
Previous inspection date	11/03/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff understand how to promote children's learning and have high expectations for their achievements. As a result children make good progress in their learning and development.
- The key-person system supports relationships with both children, and their parents and carers. As a result children develop sound and trusting relationships with staff.
- The providers work effectively with parents, carers and other agencies to provide appropriate support for those children identified with additional needs.

### It is not yet good because

- The providers and staff do not access training to update their knowledge of behaviour management. Therefore, they do not use appropriate and effective strategies to manage children's behaviour.
- The provider does not seek the views of children and parents in order to influence the setting's self-evaluation system.

## 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 spent time observing staff's practice and children's learning in the halls and outdoor play area.  
The inspector collected evidence of staff suitability and qualifications, sampled safeguarding, behaviour management and complaints procedures, and the self evaluation form.
- The inspector took account of the views of parents spoken to on the day of inspection.

## Inspector

Janet Thouless

## Full report

### Information about the setting

Walberton Pre-School registered in 2003. The Pre-School is located in the village of Walberton, Arundel, West Sussex. It operates from one large hall, which is mainly used for the older children, with an adjoining smaller hall for the younger children. There is a large grassed area directly outside the hall for outdoor play. The pre-school is registered on the Early Years Register and there are currently 43 children on role. It is pre-school practice to accept children once they reach two years of age. The pre-school is open Monday to Friday from 9.15am to 12.15pm term time only. The pre-school supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The pre-school provides funded early education for two, three and four year old children. The pre-school employs 11 staff who work directly with the children, including the owners. The owners and six members of staff hold appropriate early years qualifications. A qualified teacher works part-time on a voluntary basis.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all staff undertake appropriate training and professional development, with particular regard to behaviour management, so that they continue to improve the quality of learning and development experiences for children
- ensure all staff manage children's behaviour in an appropriate way, and use age-appropriate and effective strategies.

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

- develop systems for self-evaluation in order to gain the views of children and parents.

## Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They meet children's individual learning and development needs well overall because the quality of teaching across all areas of learning is generally good. Staff use their knowledge to plan activities that successfully promote individual children's learning. When children first start staff make themselves aware of children's current levels of development. They achieve this through discussions with parents, the

completion of an all about me booklet and the staffing team's initial observations. The key person then uses this information to complete the early assessment record. Staff complete ongoing observations to understand children's learning styles and interests then use this information to shape their learning experiences. This helps to ensure teaching focuses on individual children's interests and the next steps in their learning. This is particularly evident in the support provided for children with additional needs. Staff work effectively to meet children's individual needs, and work well with parents and outside agencies to ensure that children receive good levels of support. Staff use the progress check at age two to three and summary reports to identify when early intervention may be needed. Staff document their regular observations and assessments of children's progress on a software package and reliably share these with parents. Parents stated that they enjoy receiving and being able to read their children's progress records.

Staff promote children's communication and language skills through good use of questioning, visual prompt, photographic displays, and time-lines displayed around the pre-school. Children enjoy participating in the many activities on offer. They excitedly talked about firework night. They made colourful streamer using a range of creative colourful media. Then they enjoyed dancing to firework songs in outdoor play swirling their streamers around in the air. Therefore, developing their coordination and physical skills. Children could be heard humming these songs throughout the rest of their play. In addition, they made fire work biscuits, and talked about the colourful decorations they placed on top and taking them home to eat. Staff constantly challenged children with questions about what they were doing, extending language and introducing words, such as swirling and twirling to, which children excitedly respond. Staff introduce lots of activities for children to explore a range of textures. For example, they use coffee scented dough and shredded soft paper and soap to make squidgy dough. Children explore these textures expressing their thoughts on how the coffee dough smells like ginger. This resulted in children making gingerbread biscuits and salt dough figures. Therefore, staff respond well to children's spontaneous thought and ideas.

Younger children receive support from staff to enable them to develop new skills, such as using scissors. They demonstrate increasing skill as they make small cuts in the paper, working out they need to open and close the scissors. This helps children to take risks while doing so in safe surroundings under close supervision. Children enjoy watching local builders construct a fence and become fascinated by the mechanical digger used. Staff talk to children about the movement of the digger. For instance, they discuss how the mechanical claw moves large amounts of soil around to create a hole for the post fence. This enhances children's mathematical skills. Children develop a keen interest in books, which supports their early literacy skills. For example, they sit in the comfy book area, select a book, turn the pages with great care and point out the varying characters in the story line. Children take part in small group sessions where they develop skills through activities, such as looking at letters and sounds. They listen to the letter sounds that their names begin with and then make up names that start with the same sound. Older children confidently write their names on their creative work and younger children show confidence in identifying their names. This successfully enhances children's literacy skills and subsequently supports children's skills for future learning.

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

Staff do not fully promote children's well-being due to their lack of knowledge in regards to managing children behaviour. Staff do not always use age appropriate strategies to support children's understanding of managing their own behaviour. For example, staff sometimes exclude children from activities by taking them to the lobby area. This does not effectively support children's emotional needs. The key-person system is well-established and, as a result, children develop sound and trusting relationships with staff.

Staff welcome children into the pre-school who appear confident and happy. On arrival, children confidently select their name tags and place it on their pegs along with their personal belongings. Staff are aware of children's levels of confidence and use this knowledge to help them make contributions with, which they are comfortable. During a morning group time staff used signing to enable all children to join in. Some children confidently said good morning whilst newer less confident children to the pre-school waved their hello. Staff set out the learning environment well, which supports children's independence and enables them to select where they would like to play. Staff display pictures, and words around the environment and on storage boxes to enable children to easily find the resources they want to play with. Staff provide an inclusive environment for children as staff recognise and acknowledge them as individuals, which enhances their sense of belonging and self-esteem.

Snack and meal times are a social occasion where staff sit with children, and support their skills and conversations. Parents provide children with snacks and a packed lunch. Children demonstrate appropriate manners as they say 'please' and 'thank you' at the snack and lunch table. Children know to wash their hands before eating and after using the toilet. Children grow a range of vegetables in the grounds of the pre-school. In addition, children grew a large pumpkin for Halloween and used the contents to make pumpkin soup. This develops children understanding of how foods can be grown and harvest to promote a healthy lifestyle. Staff support children's awareness of differences through, for example, having discussions with children about different festivals, and celebrations and their meaning. Staff place Diwali lamps on snack tables and conversations take place on the Diwali festival of light. Staff use displays to talk to children about Remembrance Day and the wearing of poppies. Therefore, staff support children's understanding of cultural celebrations and local events well.

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

Staff have a sound understanding of safeguarding and welfare requirements of the Early Years Foundation Stage, and their duty to protect children. Staff undertake ongoing child protection training. They demonstrate a good understanding about the procedures to follow should they have any concerns about children in their care or the behaviour of their colleagues. Staff record all visitors to the premises to further safeguard children and to keep them safe. Staff undertake written risk assessments of the environment, outdoor play areas and outings. Children learn about their own safety as staff talk to them about

keeping themselves safe when using the adjoining play park or the village hall grounds. In addition, staff are developing an outdoor play area to support free flow play within the pre-school. Therefore, maintaining improvements to pre-school practice.

Recruitment, vetting and induction procedures are in place for ensuring adults working with the children are suitable to do so. Staff receive on-going support through appraisals, supervision sessions and team meetings by the pre-school providers. Providers integrate staff members' training needs and desires into the pre-school plans. However, the providers and staff do not access relevant training to update their knowledge of managing children's behaviour. Therefore, their practice in this area is not effective in supporting children's emotional wellbeing. However, staff do attend a range of training in support of developing their planning of challenging activities for children.

The provider monitors the delivery of the educational programmes to identify any emerging gaps in children's learning, and to develop staff practice and improve outcomes for children. The provider completes, and staff take part in self-evaluation and they use the local authority to support them in targeting areas for development. Staff talk with parents about their children's learning and development but; do not actively seek their views on the quality of the pre-school provision. Therefore, staff are not fully aware of the parent's opinions in order to fully support their self-evaluation process. Parents report they enjoy consultation meetings to discuss their children's ongoing progress. In addition, they very much enjoy attending sports day events and the Christmas nativity. Effective partnerships with external agencies, and local schools are well established and contribute to meeting children's individual needs. Staff welcome a range of professionals into the pre-school, working with them to support children who have additional needs.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY281732
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	995051
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	42
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Walberton Pre-School Partnership
<b>Date of previous inspection</b>	11/03/2010
<b>Telephone number</b>	01243 555922

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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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