

Walberton Pre-School

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



Inspection date	5 November 2015
Previous inspection date	4 November 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The quality of teaching and support for children's learning is exceptional. As a result, all children, irrespective of their age and developmental ability, make excellent progress.
- The two pre-school leaders are inspirational in their approach towards providing the highest quality early years provision. They lead a team of extremely dedicated, committed and professional staff. Therefore, children benefit from an excellent introduction to their education and are very well prepared for starting school.
- Staff are exceptionally kind and caring towards the children. They form very close, supportive relationships with all children and know their individual needs extremely well. This means that children feel very safe and secure in the staff's care and approach them readily for comfort and emotional support.
- Partnerships with local schools, members of the community, parents and carers and other professionals are excellent. This means the pre-school is an integral part of the village and support for children's care and learning needs is exceptionally well planned for. Parents describe the staff as 'awesome', 'fantastic' and 'excellent'.
- Children thoroughly enjoy their time at pre-school. They arrive excitedly and enthusiastically and are ready to learn. They benefit from excellent support from staff that use their expert knowledge of how children learn, both inside and outside. As a result, children become confident learners and are keen to develop their skills.
- Children's safety and security is paramount to all staff. Concerted action is consistently taken to minimise risks to children and protect their welfare.

What the setting needs to do to improve further

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

- make even better use of assessment information to check that all children make rapid progress across all areas of learning.

Inspection activities

- The inspector observed the quality of teaching, both inside and outside.
- The inspector talked to staff about how they plan for children's individual learning needs and monitor their progress.
- The inspector carried out a joint observation with one of the pre-school leaders.
- The inspector discussed the pre-school's policies and procedures with staff, including those relating to safeguarding children, managing behaviour and how to report any concerns.
- The inspector gathered the views of parents available on the day of inspection and took account of the written feedback which had been supplied.
- The inspector talked to the leaders about how they make improvements within the pre-school and monitor staff practice.

Inspector

Jo Caswell HMI

Inspection findings

Effectiveness of the leadership and management is outstanding

The high calibre and professional expertise of the staff means children benefit from a first-class standard of provision. Frequent opportunities for staff to reflect on their practice and access regular training mean staff make the necessary changes to continually improve children's opportunities for learning. For example, since the last inspection, considerable action has been taken by staff and parents to develop the outside area. This has significantly improved the provision for children to benefit from a wider range of physical play and nature activities. Safeguarding arrangements are effective. Staff clearly understand their role in keeping children safe and have an exceptional knowledge of what they would do if they had any concerns. Funding is used extremely well to support children who need additional help with their learning. This has contributed towards the rapid progress that all children make.

Quality of teaching, learning and assessment is outstanding

Staff are highly skilled in tuning into children and building on their skills and current interests. The separate classes of Robins and Owls mean that teaching is focused on children's abilities and provides focused attention for individual children. Staff interact with children exceptionally well and follow their interests to extend and enrich learning. For example, children in the Robins class enjoyed creating a 'cup of tea machine' out of the large wooden bricks. Staff extended this well with an extensive range of creative play and imaginative language. Older children in the Owls class delighted in playing with coloured rice and building dens in the well-designed outside area. Staff continually play alongside children and ask them relevant questions to encourage children to think, apply previous knowledge and to solve problems. This encourages children to become highly motivated to learn and helps them to develop important skills which will support them when starting at school.

Personal development, behaviour and welfare are outstanding

Children behave extremely well. They are kind and courteous to one another and build close relationships with the staff that look after them. Children show respect for each other and clearly understand right from wrong. Staff help children to learn about the needs of others as they explore different family backgrounds and help to celebrate the cultures and customs of the children who attend pre-school. The key person system works particularly well, especially in the Robins class, to help children to settle quickly and feel emotionally secure within the pre-school.

Outcomes for children are outstanding

Comprehensive and rigorous tracking means all children make progress, including those who need extra help. Meticulous planning and careful assessment means staff accurately plan for each child's learning needs. Strong partnership arrangements with parents and carers, and other early years settings, mean relevant information is shared frequently. When children move between the Robins and Owls classes, and on to school, excellent systems are in place to share relevant information to support children's continual learning needs.

Setting details

Unique reference number	EY281732
Local authority	West Sussex
Inspection number	1006094
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	42
Number of children on roll	48
Name of provider	Walberton Pre-School Partnership
Date of previous inspection	4 November 2014
Telephone number	01243 555922

Walberton Pre-School registered in 2003. It is located in the village of Walberton, Arundel, West Sussex and operates from the village hall. The pre-school has two classes - Robins for the younger children, and Owls for older children. Each class has its own hall. Both classes have access to fully enclosed outside areas. The pre-school is registered on the Early Years Register and there are currently 48 children on roll. The pre-school is open Monday to Friday, from 9.15am to 12.15pm, term time only. Provision is made for 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 children aged two, three and four years. A team of 11 staff work directly with the children. Of these, seven staff hold relevant qualifications.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

