

# Yarburgh Community Preschool

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



<b>Inspection date</b>	5 October 2017
Previous inspection date	15 July 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
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

- Staff have an extensive understanding of each child's home life, interests and developmental needs. They use comprehensive assessment systems to monitor progress and plan exceptionally well for every individual child to ensure they reach their full potential.
- Parents are thoroughly included in the setting and have a considerable influence on changes that are made. Parents have excellent opportunities to extend children's learning in the home, such as sharing the books children borrow.
- Children, including those who speak English as an additional language, make great progress from their starting points and meet or exceed the typical outcomes for their ages. Children make speedy progress in their communication and language skills.
- Staff teach children about how to keep themselves safe and healthy in a highly effective manner. For example, they provide children with excellent opportunities to think about how to safely manage risks they may encounter in their play. When necessary, staff work in close partnership with other professionals to follow procedures which significantly enhance the well-being of families.
- Managers implement highly effective performance development systems for staff, which results in higher standards of teaching. Focused individual meetings for staff identify training and areas for their professional development. For example, managers support staff exceptionally well to improve their qualifications, which contributes to better learning opportunities for children.

## What the setting needs to do to improve further

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

- continue to develop further the excellent monitoring of the progress made by different groups of children to include a broader range of specific groups.

### Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation, and checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation of children's learning and staff practice with the manager.

### Inspector

Kerry Lynn

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The managers and staff team all exude confidence in their knowledge of safeguarding procedures, including how to recognise when a child's welfare is at risk and what to do in the event of a concern. The new manager took over the role recently and has made perceptive evaluations, using feedback from parents and staff, to decide where changes are needed to improve children's progress and learning experiences. For example, she has brought in many excellent resources that contribute to a highly stimulating learning environment where children thrive. The manager monitors children's progress meticulously, for example, she compares the differences in the ways boys and girls learn. She recognises the need to extend how she monitors progress for a wider range of different groups of children.

### Quality of teaching, learning and assessment is outstanding

The staff team engages enthusiastically with children and bounces off their ideas and interests to promote learning in a range of areas. Staff act on every possible opportunity to extend children's thoughts. For example, when children paint the shed with coloured water, they question them highly effectively to help them consider the changes that are taking place. Staff cleverly challenge children continually. For instance, when children practise their throwing skills, staff place the target higher and children work harder with their aim but show pride when they achieve. Staff offer children excellent opportunities to see how their lives differ to those of others. These include encouraging them to collect food for a local food bank and teaching them how the food is used.

### Personal development, behaviour and welfare are outstanding

Staff show great skill in forming extremely strong relationships with children, who show huge confidence in the setting. Children have high levels of independence and consistently initiate play in which they become totally engrossed. Staff support children exceptionally well when they move to other settings, such as school. For example, staff have established very strong relationships with the local school, so children frequently meet with their new teachers before they start. Staff encourage positive behaviours with excellent effect and children behave impeccably. For instance, children are keen to help create the pre-school rules together and follow these willingly.

### Outcomes for children are outstanding

Children frequently choose to play in groups through which they demonstrate excellent social skills. For example, they work together to think of different ways to move down a slide. Children develop skills essential for their future learning. They practise writing for different purposes. For example, they 'write' notes for 'patients' in the role-play hospital. Children enthusiastically enjoy and understand the books they share with staff. For instance, they tell others what they have learned about the Arctic, such as why ice stays frozen. Children develop excellent mathematical skills. For instance, they guess how many droplets of water it would take to fill a tube and count how many stepping stones they have jumped on in an obstacle course.

## Setting details

<b>Unique reference number</b>	113845
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1070141
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Yarburgh Community Preschool
<b>Registered person unique reference number</b>	RP522601
<b>Date of previous inspection</b>	15 July 2014
<b>Telephone number</b>	01342300767

Yarburgh Community Preschool registered in 2001. It is managed by a voluntary management committee and located in East Grinstead, West Sussex. The pre-school opens from 9am to 3pm from Monday to Friday, term time only. There are eight members of staff, six of whom hold appropriate early years qualifications at level 2 or level 3. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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