

Yapton Community Pre-School



Yapton C of E School, North End Road, Yapton, ARUNDEL, West Sussex
BN18 0DU

Inspection date	3 May 2019
Previous inspection date	17 March 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- The manager does not carry out the required staff supervision meetings and monitor practice and the effectiveness of the environments effectively to support improvements.
- Staff do not use their assessments effectively to plan for children's learning. Planning is general and does not take account effectively of children's next steps in learning and current interests to consistently offer appropriate levels of challenge and encourage further progress.
- Staff do not encourage children who have English as an additional language to use and explore their home language as part of their play and daily experiences, to help their language development further.

It has the following strengths

- Caring staff show a genuine interest in the children's lives and build trusting bonds with them. Children are happy and secure, and develop positive social skills and early friendships. They behave well and respond positively to the consistent and gentle reminders of staff.
- Partnerships with parents are positive and staff involve parents effectively in their children's learning. They give helpful ideas for how parents can support learning at home.
- The manager and staff monitor the development of individuals and groups of children well. They identify gaps in learning and put additional support in place where needed.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all staff receive regular supervision, mentoring and coaching to help develop their practice further and monitor the effectiveness of the learning environments	07/06/2019
ensure planning takes account of all children's interests and development to provide a consistently challenging learning environment that meets their needs effectively.	07/06/2019

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

- give children who speak English as an additional language further opportunities to use and explore their home language as part of their pre-school experience.

Inspection activities

- The inspector observed teaching practice and the impact this has on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the pre-school's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector observed staff practice with the manager and discussed children's play, learning and progress.

Inspector
Ben Parsons

Inspection findings

Effectiveness of leadership and management requires improvement

The manager models good practice to staff and shares some advice and guidance to help develop their skills. However, she does not monitor their practice closely and does not provide staff with regular opportunities to discuss their roles, children's progress and the effectiveness of the environment. As a result, staff do not continually update and develop their skills. At the beginning of each year, the manager reflects on the pre-school with her staff and they have made some improvements. For example, they have enhanced their support for children's early language development and now speak more clearly to children, using short and simple sentences. Safeguarding is effective. Staff have a thorough, up-to-date understanding of child protection issues and know how to report any concerns about a child's welfare. The manager monitors accidents closely and the environment is safe and secure.

Quality of teaching, learning and assessment requires improvement

Staff know children well overall and use their interactions positively to support children's play and learning. They ask good questions to encourage children's thinking and problem-solving skills. For example, as children build with big wooden blocks, staff ask what they want to make and how it could look. Children show good imagination and confidently express their ideas, saying they are building a big castle with a moat. However, although staff know children well, they do not use their assessments effectively to plan for children's learning. They do not ensure the environment challenges and interests all children and do not tailor activities to children's individual needs. Despite this, staff support children's language development successfully. They listen carefully to what children say, encourage conversation and model correct pronunciation and sentences.

Personal development, behaviour and welfare are good

Children are very active and enjoy regular access to the stimulating outdoor area. They develop a strong understanding of the importance of healthy eating and confidently discuss the benefits of fruit as they eat their nutritious meals. Children behave well and staff support them consistently, positively reminding them of their high expectations. They are kind, respectful and social and very much enjoy playing together. For example, they happily take turns adding blocks as they build together, and praise each other's artwork as they make colourful collages.

Outcomes for children require improvement

Not all children make good enough progress. Weaknesses in the quality of planning mean that not all children are challenged appropriately by staff to ensure they reach their full potential. Despite this, children are confident, inquisitive learners and develop skills that prepare them for school. Children have secure mathematical skills and confidently count and recognise shapes as they play. They show a keen interest in nature and enjoy searching for bugs and birds in the garden and commenting on the sheep in nearby fields. Children who speak English as an additional language are not fully supported to explore their home language in the pre-school to further help their grasp of language.

Setting details

Unique reference number	EY343682
Local authority	West Sussex
Inspection number	10104164
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	40
Name of registered person	Yapton Community Pre-School
Registered person unique reference number	RP910982
Date of previous inspection	17 March 2015
Telephone number	07906 461624

Yapton Community Pre-School registered in September 2003. The setting is situated within the grounds of Yapton Church of England School, in Arundel, West Sussex. It is open on Monday and Friday from 9am until 12pm and on Tuesday, Wednesday and Thursday from 9am until 3pm, during the school term. There are six members of staff who work with the children, five of whom hold a relevant childcare qualification between level 2 and level 5.

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.

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