

# Inspection of Yapton Community Pre-School

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

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Inspection date: 18 December 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

The passionate managers and their dedicated staff team work together well to create a safe, nurturing and loving environment. They build wonderful bonds with the children and show genuine care for their well-being. Children feel cherished and their individual achievements are warmly celebrated, no matter how big or small. This helps children to develop a strong sense of self-esteem and to take pride in their efforts throughout the day. For example, children excitedly showed off their finished Christmas creations, sought a 'high five' when they put on their coat and showed staff when they finished their snack.

The managers work very hard on their relationships with parents and families and provide a fully inclusive service. Parents very much appreciate the individual attention and support they receive and feel well equipped to build on children's learning at home. For example, children excitedly choose books to take home from the 'lending library', which helps parents to support a love of reading at home.

Overall, staff have high expectations for children and they work together well to plan a challenging and engaging environment. They provide a rich and varied set of experiences for children, including regular walks into the nearby woodlands to explore nature and wildlife. Children delight in outdoor play and show a keen interest in the world around them, for instance when using play dough to make prints of the bark on trees.

## **What does the early years setting do well and what does it need to do better?**

- The managers have worked hard to reflect on the provision and made significant improvements since the previous inspection. Their enthusiastic attitude towards development is evident throughout the whole pre-school, and there is a highly positive atmosphere among the team. Recent improvements include more written words in the environment, which is igniting children's interests in literacy and writing. For example, some older children have written their Christmas cards with staff support.
- Staff have also greatly developed their planning and now focus much more on incorporating children's next steps and interests. The environment is very stimulating and engaging, and children are consistently motivated in their play. For example, they carefully match the quantity of presents to written numbers on Christmas trees, counting them confidently. Other children pay good attention to detail as they create Christmas stockings and use tools well in their play. For instance, they confidently use scissors to cut tape and think carefully about the colours and materials they use for decorations.
- Staff know the children very well and assess their development closely. They confidently talk about the progress children are making and the support in place

to extend this further. Mostly, staff make strong use of their interactions with children to guide their learning. For example, children thoughtfully described how flour felt as they explored an arctic scene, using words such as 'soft' and 'sandy'. However, occasionally, some staff do not adapt and extend children's play when opportunities arise, such as by asking further and more challenging questions.

- Staff are strong role models and consistently remind children of their high expectations, gently teaching children right from wrong. Subsequently, children behave very well and show great care and consideration for each other. For example, they kindly ask others to join their play and share out roles, such as when making pretend meals together. Children are very sociable and build fun friendships, helping them to thoroughly enjoy their time at pre-school.
- There is a strong focus on children's communication and language development and staff use stories very well to support this. Books are used throughout all areas of the pre-school, helping to spark children's interest and enjoyment. For example, children enjoy looking at books linked to arctic animals and winter as they explore their arctic toy scene. Children actively engage with all areas of learning and quickly gain the skills needed to prepare them for school. They are inquisitive and confident talkers who enjoy sharing their ideas. Children are physically active and explore the stimulating outdoor area with confidence, riding bicycles and building with large blocks. They enjoy imaginary play and concentrate well during creative activities.
- The managers have focused well on staff's professional development and have introduced regular and valuable supervision meetings. Staff now have plenty of opportunities to discuss their roles and managers offer good support, coaching and guidance. There is still further work needed to fully embed these systems for newer and less experienced staff members, to help raise the quality of teaching to the highest levels.

## **Safeguarding**

The arrangements for safeguarding are effective.

The managers ensure all staff receive regular training to update their safeguarding knowledge and regularly question them to check their understanding. Staff confidently know the signs that indicate a child's welfare may be at risk, including from extremist views. They fully understand local referral procedures and understand the importance of recording and reporting any concerns. The managers use an effective recruitment process and regularly check to ensure all staff remain suitable to work with children. Together, they maintain a safe and secure environment and minimise any risks quickly and vigilantly.

## **What does the setting need to do to improve?**

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

- continue to embed the new systems of professional development and work with newer and less experienced staff to help raise their practice to the highest levels
- make the most of all staff interactions with children to offer further challenge and extend children's learning when opportunities arise.

## Setting details

<b>Unique reference number</b>	EY343682
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10106601
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Yapton Community Pre-School
<b>Registered person unique reference number</b>	RP910982
<b>Telephone number</b>	07906 461624
<b>Date of previous inspection</b>	3 May 2019

## Information about this early years setting

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 midday and on Tuesday, Wednesday and Thursday from 9am until 3pm, during the school term. There are seven members of staff who work with the children, all of whom hold a relevant childcare qualification between level 3 and level 5.

## Information about this inspection

### Inspector

Ben Parsons

## Inspection activities

- The inspector was given a tour of the pre-school by the managers and carried out a learning walk to discuss the curriculum.
- The managers and the inspector discussed the play activities and children's learning during the inspection and undertook a joint observation of an activity.
- The views and opinions of the children and parents were taken into account during the inspection.
- The inspector observed children's play and assessed the impact of staff teaching.
- The inspector sampled some of the setting's documentation, including staff suitability records.

We carried out this inspection 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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