

Inspection of Yateley Community Pre-School

Cranford Park Drive, Yateley, Hampshire GU46 6LB

Inspection date: 23 September 2019

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

The manager is a well-qualified, knowledgeable and passionate early years practitioner. She focuses on ensuring that every child progresses well from their unique starting points. For instance, staff support children who speak English as an additional language to hear and build upon words in their home language as well as English, to help support good language skills.

The kind and caring staff prioritise children's welfare and emotional security. Staff develop positive relationships with children. This helps children to feel safe, secure and ready to learn. Children are extremely confident and happy as they arrive and are keen to take part in activities. They behave very well. Staff act as positive role models, which helps children to learn respect for others and how to share and take turns. They praise children's good behaviour, which supports their confidence and self-esteem.

The manager and her committed team strive for continual improvement and identify key areas to develop. For example, they have introduced many more natural resources and 'loose parts', which has encouraged children's imagination and creativity. Since the previous inspection, staff have worked hard on improving the outdoor area. Children show great delight as they carefully balance across wooden planks and climb across apparatus.

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

- Effective systems for performance management are in place and staff are monitored regularly. Staff are able to complete various training to support them in their roles. This effective programme of professional development helps staff to improve their knowledge, understanding and practice. Staff praise the manager for her swift action taken to help reduce staff workload. This helps to boost staff morale and promote good teamwork.
- The manager and staff monitor individual and groups of children, including those who have identified needs. They target appropriate interventions to help narrow the gap in development. For instance, daily intervention group sessions help to promote children's speech and language.
- Staff promote children's communication and language development well, for example, through listening to engaging stories and singing imaginative songs. Children demonstrate this as they enjoy using props to act out a popular gingerbread story. Staff extend their interest by providing a spontaneous baking activity. They model words such as 'stir' and 'knead' to describe children's actions as they mix ingredients together to make their own gingerbread biscuits.
- The pre-school provides a stimulating and attractive learning environment for children to play in. The outdoor area is extremely well planned and includes a

natural garden, planting and growing areas, water wall and mud kitchen. Children develop strong independence skills. For instance, they choose where to play, when to have snacks and are able to change their shoes for outdoor play. Although staff encourage good hygiene and healthy eating, they do not consistently use daily routines to enhance children's understanding of what foods are healthy and the importance of leading a healthy lifestyle.

- Staff at the pre-school have formed good links with staff at the attached school to support a steady transition for children moving on from pre-school to Reception class. For example, children enjoy using the school hall for parachute games and squeal with delight as the parachute moves their hair. This helps children to become familiar with the school grounds.
- Partnerships with parents are strong. Staff regularly share children's development records and give parents helpful ideas for how they can support children's learning at home. Parents appreciate the opportunities their children have to learn about nature. For instance, children learn about life cycles and how a caterpillar makes a cocoon and turns into a butterfly.
- Staff plan experiences 'in the moment' that, largely, expand on what children know and enjoy. They have a very good knowledge of child development and understand how to provide learning opportunities to motivate children successfully. For example, staff support children to develop their small-muscle skills as they squeeze and release a paint bottle during a colour-mixing activity. However, staff have not fully considered ways to consistently engage younger children during group activities to help them remain fully involved and interested.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are confident of their roles and responsibilities to protect children's welfare and to keep children safe from harm. They know the signs of abuse and how to report any concerns. The manager and staff ensure that their knowledge is up to date, for example, by completing local safeguarding training. Staff know what steps to take should there be an allegation against a member of staff. Robust recruitment and vetting procedures are followed to ensure that staff are suitable for their roles.

What does the setting need to do to improve?

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

- enhance children's understanding of the benefits of eating healthy food and the importance of leading a healthy lifestyle even further
- consider further ways to help younger children to remain consistently engaged during group activities, to help them stay interested and involved.

Setting details

Unique reference number	109926
Local authority	Hampshire
Inspection number	10104174
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 to 4
Total number of places	32
Number of children on roll	54
Name of registered person	Yateley Community Pre-School Committee
Registered person unique reference number	RP517920
Telephone number	01252 861 565
Date of previous inspection	23 March 2015

Information about this early years setting

Yateley Community Pre-School opened in 1977 and is located in Yateley, Hampshire. The pre-school employs eight members of childcare staff, seven of whom hold relevant qualifications at level 3. Regular bank staff and an administrator are also employed by the committee. The pre-school is open from Monday to Friday during school term time. Sessions are from 8.45am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Richards

Inspection activities

- The inspector and manager completed a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum are organised.
- One joint observation was carried out by the inspector and manager to observe the quality of teaching.
- The inspector held discussions with children, staff and parents at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including evidence of staff suitability checks, policies and procedures.
- A leadership meeting was held with the inspector and manager of the pre-school.

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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