

# Yateley Community Pre-School



Cranford Park Primary C of E School, Cranford Park Drive, Yateley, Hampshire, GU46 6LB

<b>Inspection date</b>	23 March 2015
Previous inspection date	22 October 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Staff provide excellent support for children and their families. The keen focus on nurturing children's personal, social, and emotional development underpins significant progress in all other areas of their learning and development.
- Children become active, inquisitive, and independent learners who are well equipped with the fundamental skills to support all future learning.
- A highly skilled and experienced special educational needs coordinator ensures that staff and parents quickly identify and manage any gaps or delays in children's development.
- Excellent partnership working with outside agencies and local early years professionals helps to ensure that children requiring specialist support receive it promptly.
- Staff treat children with a great deal of respect and this results in a harmonious, caring environment, where every child is valued and every family welcomed. Children flourish because staff meet their individual needs so effectively.
- Safeguarding arrangements are clear and appropriate. All staff fully understand their responsibilities to protect children and are aware of the action to take should they have concerns about the welfare of any child in their care.
- Highly skilled leaders and experienced, committed staff make an exceptionally strong team as they pursue and sustain exemplary standards across every area of the pre-school.

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## What the setting needs to do to improve further

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

- extend the opportunities for younger children to explore resources that help them to learn to control their balance and steering.

### Inspection activities

- The inspector observed a wide range of activities across all areas of the pre-school, and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding and equal opportunities, and checked a selection of other policies.
- The inspector sampled a range of children's records, the pre-school's planning, evaluation, and the information exchanged with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with the leadership team and conducted a joint observation with the manager.

### Inspector

Helen Robinshaw

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## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Children's enthusiasm for learning is evident as they eagerly explore interesting and innovative challenges across the pre-school. Experienced and highly capable staff know the children extremely well, and make astute assessments of their learning and development. Consequently, staff build on children's individual strengths and plan activities that inspire all them to make the best possible progress given their starting points. For example, children develop high levels of language, literacy and social skills as they listen to, make props for, and act out favourite stories. Timely and effective communication with parents ensure that families know the topics their children are about to explore, as well as their daily achievements. This helps parents share their children's excitement and link new interests with their activities at home. These highly effective partnerships underpin children's growing self-confidence and independence. They help prepare children exceptionally well for school and new ventures elsewhere in their community.

### **The contribution of the early years provision to the well-being of children is outstanding**

Parents commend staff for the high levels of care they provide. Discussions with parents and carers during the inspection highlighted the extent to which staff have excelled in supporting children's welfare. Staff give the highest priority to the safety of children and nurture their growing understanding of how to keep themselves safe and healthy. Children help staff to plan and gather resources to construct enriching role play areas and to explore and investigate. Children develop their own motivation to persist with challenges, find new tools, and try new strategies as staff help them identify their aims. For example, children make cars shoot down obstacle runs the furthest and the fastest. They manage every day risks as they change the angle of drainpipes and find bits of wood for props. Older children delight in caring for the younger ones. However two-year-olds struggle to learn to balance confidently on some of the larger wheeled toys.

### **The effectiveness of the leadership and management of the early years provision is outstanding**

Children benefit from excellent teaching as staff routinely reflect on their practice and challenge themselves continually to improve. The manager continually refines her systems for tracking children's skills. Tracking clearly logs children's timely progress across all areas of learning and development. Supportive supervision from her deputy helps all staff raise children's achievements further, as they try out new ideas from training updates and their own research. For example, staff encourage children to develop stronger shoulder muscles as they paint and chalk in big movements. Staff also encourage finer handling skills, as they teach children to strip bark from sticks and fix broken technology with screwdrivers.

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**Setting details**

<b>Unique reference number</b>	109926
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	824916
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Yateley Community Pre-School Committee
<b>Date of previous inspection</b>	22 October 2008
<b>Telephone number</b>	01252 861565

Yateley Community Pre-school registered in 1977. It is located in Yateley, Hampshire. The pre-school is open each weekday during school term time. Sessions run from 8.45am to 3.30pm. The pre-school is in receipt of funding for the provision of free early education for children aged two, three, and four. Nine staff work with the children, all of whom hold relevant qualifications at level 3. The committee also employ an administrator and regular bank staff.

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