

# Minus Five Pre-School

Inspection report for early years provision

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**Unique reference number** 120127  
**Inspection date** 04/07/2011  
**Inspector** Hazel Farrant

**Setting address** The Pavillion, Victory Park, ADDLESTONE, Surrey, KT15  
2EW

**Telephone number** 01932 820811

**Email**

**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Minus Five Pre-school has been registered since 1970 and is committee owned. It operates from two rooms in the Pavilion, in Victory Park, Addlestone. Kitchen and bathroom facilities are available. Children make use of the park and tennis courts for outdoor play. The pre-school is run by an elected committee, comprising of parents of children attending the setting and other interested adults. It serves families from the local community.

The nursery is registered on the Early Years Register and cares for a maximum of 18 children at any one time. There are currently 44 children on roll in the early years age range. Of these, 31 are in receipt of early education funding. There are procedures in place to support children with special educational needs and/or disabilities as well as those who speak English as an additional language.

The pre-school is open five days a week during term time only from 9am until 12 noon Monday to Friday. On Tuesdays, Wednesdays, Thursdays and Fridays they are also open from 12.25pm to 2.55pm. Children may attend a variety of sessions. The pre-school employs five members of staff and of these, four hold appropriate early years qualifications. There are four staff members who hold first aid qualifications. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school offers an inclusive setting where all children make good progress in their learning and development. Children enjoy a wide range of play opportunities, both indoors and outside, which covers all aspects of learning well. Outcomes for children are good and priority is given to ensuring children's safety and well-being. The manager provides very clear leadership and is supported by experienced and well trained staff. Overall, the setting has a good capacity for continuous improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- update the record of risk assessment to include any assessments of risks for outings and trips.
- develop the promotion of inclusive practice by displaying key words in children's home languages around the pre-school learning environment.

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

Procedures for safeguarding children are good as all staff understand their responsibilities clearly. Staff training for all aspects of protecting children's well-being is regularly refreshed. The setting has robust recruitment and vetting procedures in place and effective policies and procedures to monitor children's safety at all times. The promotion of children's welfare is central to the setting's work. All records are well maintained and securely stored and risk assessments are carried out regularly to monitor the learning environment. However, risk assessments for outings, the children take part in, are not formally recorded, although the staff can clearly verbalise how they maintain children's safety.

All staff are regularly involved in decision-making and are highly ambitious for the setting, making sure that at the heart of all decisions is the well-being of the children in their care. Staff have a good knowledge of the needs of young children and a high proportion of staff hold appropriate qualifications. Self-evaluation is accurate and well informed by the views of staff. Parent's views are sought through daily conversations and through completing questionnaires. Their views are important to the group and have influenced recent changes. For example, more information is visually displayed regarding key person groups and the activities the children have enjoyed during the session. The setting has addressed all issues from the last inspection. Regular staff meetings and appraisal discussions provide good opportunities for sharing information. Staff are well trained and efficient in identifying any barriers to children's success and access specialist support agencies when required. Equality and diversity are promoted successfully and all children access the full range of activities the setting provides. As a result children are well supported to make good progress.

The partnership with parents and carers is good. They comment that they are really happy with the care and education their children receive. They receive high quality information on their children's progress and ways in which they can support their learning at home. The setting has a good partnership with local schools which enables successful transfer procedures. Children help to tidy away resources into trays and boxes that are both labelled with words and pictures to help their independence. However, although there is labelling around the pre-school learning environment, key words in children's home languages are not evident. Staff observe and assess the children regularly and clearly plot their progress by assessing them against the Early Years Foundation Stage (EYFS) practice guidance. Key workers plan around children's individual interests and any areas to support children's ongoing development are discussed during weekly staff meetings.

## **The quality and standards of the early years provision and outcomes for children**

All children are making good progress in their learning and development. Staff are effective in their interaction to support children's learning through discussion, explanation and questioning. The pre-school uses the Every Child a Talker (ECAT), a National Strategy programme to support the development of young children's speaking and listening skills effectively. Through working with children and with parents, staff are promoting a language rich environment both at home and in the pre-school. Children are very keen to select a story book to take home and enjoy with their own family. They talk about the story plot and predict what is going to happen next. Children show care and concern for each other and the environment and form good relationships with staff and other children.

A good range of play and more academic activities are available to children. For example, children are very excited about the caterpillars, they are currently caring for in the pre-school. They learn about the life-cycle of the butterfly and their enjoyment leads them to taking part in art work which is displayed attractively around the room. Each day children are able to take part in play-based activities so that they make the best possible progress towards the early learning goals. For example, they learn about volume and size as they experiment with a range of resources in the sand. They make their own post cards where they are able to decorate them from a wide range of exciting resources. Some children know the number of their own home, whilst others know the name of the road where they live. Their writing skills are promoted through a variety of mediums they can easily help themselves to. They are skilful in using scissors and using the mouse on the computer. Individual progress records show a good range of evidence to demonstrate children's learning and progress through all the six areas of learning. They contain examples of work and photographs, with good annotation by the staff to explain what learning has taken place and identify next steps in learning.

Staff have created a bright and lively learning environment where children are able to become independent learners. Children clearly enjoy their time at the pre-school and settle quickly at the start of the day. Children's cultural development is encouraged through activities to celebrate festivals such as Chinese New Year and Diwali. Children are learning about healthy lifestyles, for example they learn about good hygiene during bathroom routines and about healthy eating during discussions and activities. Snacks are balanced and nutritional and children can choose from a variety of fresh fruits. They help to lay the table and children pour their own drinks when they are feeling thirsty. Children know that they need to have a partner and walk holding hands to the nearby enclosed play area. They enjoy using large scale apparatus and are skilful in catching and throwing a ball. Children have good opportunities to select their own activities and many spend a good length of time, engaged and concentrating. For example, they enjoy playing a variety of board games where they use skills of construction and balance. The pre-school uses outings in the local and surrounding community well, to inspire some effective learning and to reinforce understanding of road safety and responsible behaviour. For example, children walk to the nearby post box to post cards and letters. Children particularly enjoy visits by the fire brigade where they

learn about fire safety. As a result of the experiences the children take part in, they are able to develop good skills for the future.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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