

# Stoughton Preschool

Inspection report for early years provision

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EY435511

**Inspection date**

17/04/2012

**Inspector**

Hazel Farrant

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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**

Stoughton Pre-School is a privately owned provision. It opened in 2011 and operates from Stoughton Youth Centre in Stoughton Park, in Guildford, Surrey. Children have access to two large play areas with direct access to an enclosed secure outdoor play area. It is near to schools and transport links. It is open each weekday, term time only, from 9.15am to 12.15pm. There is an optional lunch club from 12.15pm to 1pm. The setting is in receipt of funding for the provision of free early education to children.

The pre-school is registered on the Early Years Register. A maximum of 33 children aged from two years to the end of the early years age range may attend at any one time. There are currently 46 children on roll in the early years age range. The group has systems in place to support children with special educational needs and/or disabilities, and those who speak English as an additional language. Staff are recruited according to the number of children on roll to ensure ratios are met. Half of the staff hold an appropriate early years qualification to at least National Vocational Qualification (NVQ) level 2.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff's good understanding of the Early Years Foundation Stage contributes to the children making good progress in their learning and development. Close partnerships with both children and parents enable the children's individual care needs to be met effectively. However, the setting does not effectively encourage parents to share in children's learning, missing the opportunity to further work together. Partnership working in the wider context also needs further development to fully integrate shared care and education. There is a strong emphasis on professional development with effective self-evaluation, identifying strengths and weaknesses to maintain continuous improvements.

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

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

- develop systems and documentation in order to promote an effective two-way flow of information and knowledge with other providers of the Early Years Foundation Stage, to help support and extend children's developmental progress, learning experiences and current interests
- develop more effective systems to enable parents to contribute to the observation, assessment and planning for their child.

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

A strong commitment to keeping children safe means that all staff have a good understanding of their roles and responsibilities in relation to safeguarding. All necessary policies, procedures and records are in place. Effective safeguarding checks ensure that the pre-school only employs personnel who are suitable to work with children. There are comprehensive policy and procedure documents in place, which are shared with all staff and parents. Staff are vigilant throughout the session to help ensure that children are well supervised and protected from accidental harm. Detailed checks are routinely carried out to protect children as they play indoors and out, and whilst on outings.

The pre-school has been open for just one term and the management and staff team have high aspirations for quality. Through their hard work and dedication children are settled, confident and happy in this welcoming environment. The staff team are appropriately qualified and highly experienced and good ratios of staff to children are maintained. The staff team share a common sense of purpose and are keen to share innovative ideas and their good practices. The management has implemented self-evaluation to help monitor the service they provide and has successfully identified the strengths and priorities for improvement. Staff attend a range of training and keep up to date with legislation to further develop their childcare practices and enhance their knowledge. This reflects in their practice and promotes good outcomes for children and provides evidence of driving improvements.

Children play in a bright and airy setting. They move freely around the play areas and there is a free-flow of activity inside and out. Children self-select from a good range of quality resources. These are well organised to allow ease of access, with drawers and shelves labelled with words and pictures. Examples of children's work and posters adorn the walls which gives them a sense of belonging. Labelling in children's home languages also adds positively to children's self-esteem. Staff are well deployed and move around the play areas to support learning at the various activities. Children develop an awareness of the needs of others and the diversity of society. This is achieved through specific, planned activities and the provision of a range of resources which reflect positive images of diversity.

The pre-school dedicates time to getting to know children and their families, fostering strong relationships and helping to enable children to settle quickly and feel secure. Comprehensive information is gained when children join the setting and time is taken to chat with parents and carers on a daily basis. Staff complete detailed files on the children, which allow their parents and carers to be well-informed of the progress they are making. However, they are not currently invited to contribute to this process. As a result, there are missed opportunities to further work together in order to fully support their child's development. Partnerships with other early years settings are yet to be developed fully and therefore information is not consistently exchanged.

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

Staff have good knowledge of the Early Years Foundation Stage Framework and they have the skills to help children make good progress in their learning and development. Staff plan activities which allow children to receive a balance of adult-led and child-initiated activities. Staff interact positively and adapt activities where necessary, taking into account children's differentiation in learning. As a result, children have fun and are challenged in their learning. Systems for observation and assessment of children's progress are implemented well and clearly identify children's next steps in each area of learning.

Children are confident communicators. They talk to each other, staff and visitors, and many use a wide and varied vocabulary. Opportunities for developing early writing skills are incorporated into many activities both indoors and outside. Many children recognise their name and the names of others as there is a self-registration system in place when children arrive. Children enjoy looking at books in cosy, comfortable areas and participate in the lively story telling session.

Everyday routines and activities allow children to begin to recognise numbers, shapes and colours. Children demonstrate an interest in mathematical concepts. For example, without prompt from staff, they count how many pieces they used to build their tower. They count the number of boys and girls in the group and understand the concept of 'more' and 'less'. Children are creative and use their imagination, as they dress up and use role play materials with friends. They use cotton wool buds to paint pictures showing good fine motor skills. Outside they play with construction toys, walk with stilts and catch fish with their fishing lines. Children use their creative and problem solving skills as they fill bottles with a variety of dry cooking ingredients. Children have good opportunities to use technology equipment. From a young age they competently incorporate everyday technology items into their role play, such as the mobile phone and cash till.

Children move freely between the indoor and outdoor areas. Many children independently dress themselves appropriately for the weather. Outside, children enthusiastically pursue energetic play and show great enjoyment in being physically active. Good routines ensure children develop a positive understanding of personal hygiene. Children confidently pour out their own drinks and serve themselves fresh fruit at snack time, showing great skills of independence.

Children's behaviour is good and they enjoy each other's company. Children's laughter and expressions of delight in their discoveries and achievements can be heard as they play. Staff are positive role models, they talk to children calmly and show a great deal of respect to the children in all they do and say. Children feel valued and grow in self-esteem through the warmth and friendliness of staff.

Children, therefore, benefit in having a good foundation for future learning.

## 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	3
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	2
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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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