

# Young Explorers Pre-School

St Francis Annexe, Onslow Crescent, Woking, Surrey, GU22 7AX

## Inspection date

Previous inspection date

04/02/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Staff skilfully support children's well-being to a high standard. Children's behaviour is exemplary and they have excellent relationships with staff and each other.
- Children have independent access to an excellent range of resources, both indoors and outside, which promote learning in all areas.
- Partnerships with parents are outstanding. Children benefit significantly from the excellent communication links between their home and staff. It means their individual needs are well known and effectively met.
- The leadership and management are highly motivated to continually improve their provision to benefit all children.

### It is not yet outstanding because

- The pre-school has not yet established highly effective partnerships with all other providers involved with children to provide a consistent approach to meeting children's learning needs.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed pre-school activities indoors and in the outdoor learning environment.
- The inspector looked at pre-school documentation, including a sample of children's assessment records.
- The inspector discussed practice with the managers and staff.
- The inspector took account of the views of parents spoken to on the day and from information included in written feedback to the pre-school.

## Inspector

Catherine Hill

## Full Report

### Information about the setting

Young Explorers Pre-School Limited registered in 2012. The provision is privately owned and provides daily pre-school sessions with the extended services of a breakfast, lunch and after school club and a holiday club. It has sole use of premises located in the grounds of St Dunstan's Catholic Primary School in Woking, Surrey. Access to the building is via a ramp or low level stairs. Children have access to an entrance hall, playroom and fully enclosed outside play area. There is an office, toilet facilities, a store room and

kitchen. Children make use of the school playing field. The pre-school currently has 52 children on roll. Children aged three and four receive funding for the provision of free early education. The provision supports children with special educational needs and/or disabilities and those who speak English as an additional language. The provision is registered on the Early Years Register and also on the compulsory part of the Childcare Register. The breakfast club operates between 07.45am to 8.40am, the lunch club between 11.45am to 12.15pm, and the after school club from 3.15pm to 6pm daily during term time only. Pre-school sessions operate daily during term time between 8.45am until 11.45am and from 12.15pm until 3.15pm. There are eight staff who work directly with the children, five of whom hold level 3 qualifications.

### **What the setting needs to do to improve further**

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

- develop further the systems for sharing information with other providers to promote a consistent approach to meeting children's learning needs.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children are very happy and engage in purposeful play which supports their future skill development in all areas. Staff find out about children's starting abilities through information obtained from parents. They maintain development records for all children which include written and photographic evidence of their progress. Children's development is tracked in all areas. Every six weeks, staff meet with parents to share a written summary of development and the next steps in their child's learning journey. Both parents and children also have an opportunity to contribute their views to these records. This regular sharing of information allows staff and parents to discuss any concerns they have about children's development so prompt action can be taken to address the concerns. Parents confirm they find these meetings positive as it keeps them fully informed about their child. All staff are involved in planning activities to challenge and extend children's learning based on their ongoing assessments of children's needs.

All children are making good progress towards the early learning goals. Staff have high expectations of children and skilfully use a variety of strategies to challenge and extend children's thinking and learning. They demonstrate how to use tools, such as a hole punch during craft activities, and then encourage children to try themselves. Staff foster children's interest in literature. Children sit with a book of their choice at circle time and

staff encourage children to handle the books carefully as they look through them. They focus children's attention by suggesting they look at the colours in the pictures, to see if they can find the first letter of their name in the print and to choose their favourite picture. Children become totally engrossed in the activity and sit quietly looking through their book before talking about the content.

Children show an understanding of the world and passage of time. Stating, when asked, that the day is Monday. All children recite the days of the week together and, to reinforce learning and make it fun, staff suggest they repeat the days using a scary voice. Children rise to the challenge and show an understanding of what was said as they adopt their scariest sounding voice to repeat the activity. They show great skill in building a tower with wooden blocks, carefully balancing different shaped pieces on top of one another. When the tower topples over they show determination and perseverance as they quickly start to rebuild it. Staff observe play and understand when to step in and use the opportunity to develop children's learning. They encourage children to stand by the tower to see if they are taller than it. Other children notice and stand close by and discussion follows about different heights and the shape of some building blocks.

Children are confident, motivated learners who take ownership of their learning as they move from one activity to another. They express themselves freely through painting, dough modelling and role play. They show an active imagination as they build a frame from wooden blocks and then pretend it is a window and then television. Their physical development is very good and they handle a range of tools carefully and with precision. For example, they concentrate well as they use scissors to cut round a heart shape. Staff allow children time to achieve and, as a result, children beam with pride as they produce a perfectly cut shape. Children's communication skills are very good and those with English as an additional language are very well supported with their language development. They quickly learn English to a level where they confidently talk to staff and others.

Parents confirm they are 'very impressed with the standard of care and education'. They share their child's achievements at home with information on a 'Wow' star which is then displayed in the pre-school. The pre-school send weekly information to parents about what their children will be doing so they can support learning at home.

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

Children have excellent relationships with staff and each other. Staff are extremely kind and caring and skilfully support children's emotional well-being. They work in close partnership with parents to ensure a smooth transition for children into the pre-school. Settling-in sessions are gradual to provide children with time to familiarise themselves with their new surroundings. Children can trial both a morning and afternoon session to see which best fits their needs. Children's behaviour is exemplary. Staff have high expectations with regard to behaviour and provide children with clear guidelines so they understand what is expected of them. Children are extremely confident and show high levels of self-control. For example, a child completes a floor puzzle of a ship for another child. The other child, once seeing it complete, takes it apart much to the exasperation of the child who

completed it who, rather than get annoyed, takes himself off to play elsewhere.

Children throughout the pre-school play amicably together. They have independent access to an excellent range of resources both indoors and outside which support their learning in all areas. The environment is rich in print and both educational posters and children's artwork on display add to the stimulating environment. Children thoroughly enjoy the freedom to play inside or out in the fresh air. Staff fully understand the benefits of outdoor play and how it contributes to children's understanding of health. Children exercise as they competently manoeuvre wheeled toys around outside. They have fun painting the bridge between the climbing towers with water. They enjoy healthy snacks of a selection of fruit and follow routine hygiene practice as they wash their hands before eating. They listen as staff share a book about the human body and, eager to share their knowledge, comment that, 'If you're smoking your lungs turn black'. Children continually learn about safety through discussion with staff as opportunities arise during play. They move safely from indoors to outside carefully negotiating the steps down to the play area. Children are confident, independent learners and very well prepared for their next stage in learning. Before moving onto school staff develop children's independence, for example, by encouraging them to manage changing their clothes and to pour their own drinks.

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

The leadership and management have a secure understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage framework. The provision for children is well organised and all required documentation is in place. Comprehensive detail is maintained, for example in attendance records, so that management can analyse trends in attendance. Defined recruitment and induction procedures ensure all staff are vetted and understand their responsibilities. Staff are professional and approachable and secure with their understanding of safeguarding procedures. They ensure children play safely as they carry out daily safety checks of the premises. Management constantly work together with staff to monitor children's development records so they can identify and plan for children's progress.

Although only at the start of their second term in operation, excellent partnerships have already been forged with parents. Parents are extremely positive in their praise of the provision. They state it is 'fantastic', 'well structured with a varied syllabus' and 'very, very organised'. They are 'very impressed with the standard of care and education' and with the communication from staff. Management work closely with other agencies, such as the local children's centre and with the school, to share information relevant to children's needs. However, they have yet to establish highly effective partnerships with all other providers involved with children's education to provide a consistent approach in meeting their learning needs. Management are highly motivated and dedicated to providing the best possible experiences for all children, supporting staff with their professional development. They recognise their strengths, and continually reflect on their practice and how it can be improved.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY448656
<b>Local authority</b>	Surrey
<b>Inspection number</b>	811417
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Young Explorers Pre-School Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07738075848

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years

Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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