

Beaufort Pre School

Willow Building, Beaufort Community Primary School, Kirkland Avenue, WOKING, Surrey, GU21 3RG

Inspection date

14/02/2013

Previous inspection date

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 2

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

- Children thoroughly enjoy their time at the pre-school. Children of all ages are happy and confident.
- Children feel safe and secure in the pre-school and arrangements for safeguarding the children are robust.
- Children are welcomed into an environment where they are all valued and included.
- Staff ensure children have access to a range of different activities to keep them interested and stimulated.
- A very good partnership between the pre-school and parents ensures key information is shared between them to benefit the children.

It is not yet outstanding because

- Children are making good progress in the different areas of learning. However, staff provide fewer opportunities for children to develop their skills in information and communication technology.

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 discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor and the outdoor learning environment.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Alison Large

Full Report

Information about the setting

Beaufort Pre-School registered in 2012. It is a private company. The pre-school operates from a designated part of a building at Beaufort Community Primary School, in the Woking area of Surrey. Children have access to a secure outside play area. The pre-school is open each week day from 8.30am to 11.30am and 12.15pm to 3.15pm with an optional lunchtime session from 11.30am to 12.15pm during school term times only. Children are able to attend for a variety of sessions. The pre-school serves the local community and surrounding areas. The pre-school is registered on the Early Years Register and on the

compulsory part of the Childcare Register. The pre-school has 83 children in the early years age group on roll. The setting receives funding for early education for children aged two, three and four years. There are 11 staff employed to work with the children including the manager. Of these, ten hold a relevant early years qualification.

What the setting needs to do to improve further

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

- incorporate technology resources that children recognise into their play including equipment involving information and communication technology.

Inspection judgements

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

Children flourish at the pre-school. They enjoy their learning and achieve well in relation to their starting points. This is because the environment provides children with good opportunities to choose their play materials and follow their individual learning styles. Staff create a challenging and stimulating environment, where the atmosphere is positive and encouraging. Throughout the pre-school children are making good progress in all areas of development. They are confident and keen to join in activities, and are developing warm relationships with each other and staff. During creative play they are able to experiment with the texture of stretchy dough and enjoy painting and gluing activities. Staff make observations of the children, and from these they identify the next steps for each child. Assessment records clearly show how the children are moving on in their learning.

The pre-school is organised to provide a stimulating learning environment with well-resourced areas that children can explore freely. Staff offer children interesting and challenging experiences across the different areas of learning. However, children have less opportunity to explore technology toys and equipment to help them discover how things work. Children's mathematical skills are developing well. They talk about shape and size when playing with the wooden blocks. They are learning to count confidently during their play, for example, as they count the spots on the dice and how many cars they have lined up. Children become aware that written words have meaning as adults sit and read books with them. Staff promote children's vocabulary is well. They effectively help children develop their language skills, reinforce words with them and provide alternative words to extend their vocabulary. Some children are beginning to recognise their written names, reading the name labels that are in use throughout the setting. They are developing good communication skills and chat happily to both one another and to adults.

The provider has implemented the progress check for children aged two years and all documentation is in place and shared with parents. Staff keep parents well informed about the routines and activities that children are involved in via notice boards and through daily discussions. Parents comment that they have seen their children make good progress since starting at the setting.

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

Children are secure and safe in the pre-school and feel a sense of belonging, fostered by consistent care from staff and excellent resources. A good key person system is in place. This enables children to develop trusting relationships and to help children to be ready for the next stages in their learning. Children are happy and confident as staff are sensitive to their individual needs. Children's independence is promoted well. They are developing skills such as putting on their own coats and shoes and pouring their own drinks and helping to tidy up. All children enjoy opportunities to choose, participate and become independent in their play. Children are learning about good hygiene routines as they are reminded to wash their hands before eating and after using the toilet. Good systems are in place to inform staff of any health or dietary issues the children may have. Staff keep clear records of accidents and medication administered. The pre-school provides a good variety of healthy snacks including fruit and vegetables. Good systems are in place for behaviour management. Children behave well and are learning to share and take turns. They learn the pre-school rules and respond to staff, for example, when they are reminded that running indoors is not safe. Staff are good role models and ensure children know right from wrong. Children are developing positive relationships with each other and interact well together. They know what is expected of them and are confident to make choices and decisions.

Children enjoy fresh air and exercise daily as they use the outdoor environment throughout the session, all year round. Staff foster opportunities to develop children's physical skills well. Children have opportunities to ride a range of wheeled toys and can learn to climb, balance and catch. The outside play area has a good range of resources to stimulate the children's interests and provide lots of opportunities for learning and enjoyment. The children particularly enjoy the mud the recent wet weather has created. They have great fun digging for treasure when playing pirates and making a pirate ship from the wooden blocks as they interact well together. Staff help the children to have a smooth transition when they first join the setting to help them settle. Good relationships have developed with the local primary schools to ensure the children

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

Parents and children are welcomed into a warm and friendly setting. Very good arrangements for safeguarding children are in place. Staff undertake training and have a clear understanding of safeguarding procedures. Clear procedures are in place for

recruitment and vetting of staff, which ensures all adults working with children are suitable to do so. All staff take responsibility and use vigilance and risk assessments to promote children's health and safety inside the pre-school as well as outside. The staff team work very well together. They have regular staff meetings to ensure that information is shared and take part in appraisals, which help to promote their professional development and training needs. The supportive manager encourages them to complete a good variety of training, which helps to enhance their practice and has a positive impact on the children. A comprehensive range of policies and procedures help to meet the children's welfare needs. Staff provide children with an inclusive environment where they learn about valuing each other's differences. The staff promote equality and diversity well and effectively support children with special educational needs and English as an additional language. Self evaluation systems are in place for the staff to reflect on their practice and prioritise any areas for improvement.

Parents express confidence in the standard of care their child receives and the good communication and information sharing. Staff keep them informed of the variety of activities their children experience and the progress they are making. Observation, assessment and planning systems promote children's learning well in relation to their interests, capabilities and individual needs. Staff identify the next steps for each child to enable them to make good progress in their learning and development. Staff have very good links with the school and welcome the teachers into the pre-school to visit and get to know the children. Pre-school children are also invited into the school for various events such as assemblies or school performances, which helps to prepare them for moving on to school.

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

Unique reference number	EY446222
Local authority	Surrey
Inspection number	880415
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	40
Number of children on roll	83
Name of provider	Beaufort Pre School
Date of previous inspection	Not applicable
Telephone number	01483474986

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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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