

Little Bookham Preschool

King Georges Hall, Browns Lane, Effingham, Leatherhead, Surrey, KT24 5ND

| | |
|--------------------------|----------------|
| Inspection date | 05/03/2013 |
| Previous inspection date | Not Applicable |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| 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

- Parents are highly complementary about the quality of care and education that their children receive. They feel fully involved in their child's learning, which helps them to compliment and consolidate their child's learning at home.
- Staff work extremely hard creating a stimulating indoor and outdoor environment, so that children engage in active learning, which follows their current interests.
- The preschool prides itself on maintaining a high adult to child ratio in this small and friendly setting. The key person system is working very effectively. Staff know the individual children very well and as a result, children develop secure attachments with the kind and caring staff.
- Staff fully involve the children in making decisions about where resources should be positioned and what they like or dislike about the provision. All children have been able to voice their views through discussion, drawing pictures and taking photographs. This truly values children's thoughts and ideas and places children at the heart of important decisions.

It is not yet outstanding because

- Opportunities for writing during role-play are not always available to allow children to experiment with writing for a purpose.
- Although the environment is rich in print, it does not include any words from children's different home languages to help them feel that their home language is valued, and to

develop a good knowledge and understanding of diversity.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector undertook a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector observed activities in the indoor and outdoor play area. The inspector accompanied children and staff on the daily walk into the natural environment.
The inspector looked at children's learning journals, assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day of inspection and questionnaires received.

Inspector

Hazel Farrant

Full Report

Information about the setting

Little Bookham Preschool is privately managed. It was registered in 2012 and runs from a hall within playing fields in Effingham, Surrey. Children have access to a large hall, separate sleep area, enclosed outdoor play areas, playing fields and woodland areas. The provision is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 24 children on roll in the early years age range. The provision is in receipt of funding for the provision of free early education to children aged three and four years. It supports children with special educational needs and/or disabilities. The pre-school is open Monday & Wednesday from 9am to 5pm and Tuesday & Thursday from 9am to 1pm term time only. A holiday club operates for two weeks during the summer holidays for siblings of children who usually attend the pre-school, for children aged from two years up to 11 years. The pre-school does not operate on Fridays. It employs three staff including a manager and two deputy managers. The manager holds a BA Honours in Early Years, one of the deputy managers holds a BA Honours in Early Childhood Studies and the second deputy manager holds a level 3 Diploma in Pre-school Practice.

What the setting needs to do to improve further

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

- include opportunities for writing during role-play and other activities so children learn about writing for a purpose

- display lists of words from different home languages to help children feel that their home language is valued and to learn about diversity.

Inspection judgements

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

Children thoroughly enjoy their time at preschool. They take pleasure in their learning and they are making good progress in relation to their starting points. Staff observe children closely, interact effectively with them and work in close partnership with parents. Staff and parents communicate daily and talk about children's learning, both in the setting and at home. Parents access their child's learning journey whenever they wish. They also receive weekly electronic mail updates which they state are really useful. Parents spoken to were highly complementary about the quality of care and education their children receive. They feel fully involved in their child's learning which helps them to compliment and consolidate

their child's learning at home. Staff make ongoing observations of the children and from these they identify the next steps for each child. Systems for assessment and planning are in place to ensure activities and learning experiences fully support children's interests and the next steps in their learning. Staff are knowledgeable about each child's stage of development and correctly identify the developmental age bands for each child. They fully understand the importance of the two-year progress check and know how to gain support for any child whose progress is less than expected. Procedures for monitoring children's starting points are effective in tracking the progress they make over time.

Staff work extremely hard creating a stimulating indoor and outdoor environment, so that children engage in active learning which follows their current interests. The preschool has recently relocated to the hall. Staff fully involve the children in making decisions about where resources should be positioned and what they like or dislike about the provision. All children have been able to voice their views through discussion, drawing pictures and taking photographs. This truly values children's thoughts and ideas and places children at the heart of important decisions. Children are able to move around freely and access the good range of resources and activities which effectively cover all areas of learning. Children thoroughly enjoy looking at books and listening to stories in cosy quiet book corners inside as well as in the outside area. Staff foster children's enjoyment of language well by providing interesting stories which help children to distinguish between sounds and word patterns. They also build children's vocabulary by repeating familiar words and phrases. Children's literacy skills are, therefore, developing in line with expectations and their speech and understanding is good. Children skillfully use scissors as they cut out shapes and then stick them onto a greetings card. They use calculators, toy money and pretend food as they role play in the grocery shop. However, opportunities for writing during role-play are not always available to promote children writing skills.

Children show great imagination while on their walk through the woods. They imagine they are climbing up mountains and through jungles to reach the castle in the distance. Children confidently use mathematical language, such as long and short, as they talk about the twigs and branches they find in the woods. Staff effectively model being considerate and responsive to everyone around and children form good relationships as they play and explore. Children are confident and develop friendly relationships with each other and with staff. They are learning about the wider world through using a variety of resources that show positive images of diversity, such as books and role play. Staff praise children who wait for their turn during activities and children's behaviour is consistently good. The pre-school provides interesting and challenging experiences that meet the needs of all children and help prepare them well for the next stage in their learning.

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

The preschool prides itself on maintaining a high adult to child ratio in this small and friendly setting. The key person system is working very effectively. Staff know the individual children very well and as a result, children develop secure attachments with the kind and caring the staff. Parents say they are confident to speak to any staff member in addition to their key worker to raise any concerns or discuss aspects of their child's day.

Children demonstrate that they feel safe because they move between their chosen activities freely and they approach the staff for comfort and reassurance as they need it. Staff manage behaviour effectively. They reinforce clear guidelines when necessary and take time to explain to children the impact of their actions on others. Sticker charts are also used to promote positive behaviour. Staff praise children for their achievements so that children feel secure and develop their self-confidence and become independent learners. Children develop good self-care skills, for example, as they are encouraged to wash their hands or take a tissue to wipe their nose. They are encouraged to become independent in using the toilet with the provision of a low step at the sink and toilet. Children benefit from the wide range of good quality resources, which covers all areas of learning. The environment is rich in print; however it does not include any words from different home languages that are also spoken by the children who currently attend the preschool. Therefore children are not fully supported to feel that their home language is valued, and to learn about the diversity of language.

Children help to prepare fruit for the snack bar and place cups and bowls ready on the table. They confidently pour their own drinks at snack time and have access to drinking water whenever they feel thirsty. They eat healthy snacks and choose what they want to eat and drink. Parents provide a healthy packed lunch which the children eat together as a social group. Children learn how to keep themselves and others safe as they take an active part in conducting the daily risk assessment. They check that the fire exits are clear and know where the fire extinguishers are positioned around the setting. Children are learning how to be safe when taking part in activities in the nearby woodland area. They respond to staff calling out, 'one, two three, where are you' with their response of 'one, two, three, here I am'. This means that children understand that there are rules that they need to follow in order to keep themselves safe. Children know the importance of health and exercise and thoroughly enjoy their time playing out in the fresh air. All of these experiences help children with transitions and gives them the confidence to achieve their next stages of development.

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

The management team and staff have a good understanding of their role and responsibility to protect children in their care. All staff have a secure knowledge and understanding of safeguarding issues and the procedures to follow should they have a concern. Robust vetting and recruitment systems ensure staff are suitable to work with the children. Staff rigorously maintain procedures to support safeguarding, such as attendance recording, mobile phone policy and a visitor's book. Staff performance is continually being monitored and assessed. Staff are fully supported in their professional development. The premises are safe and secure and there are good arrangements for dropping off and collecting children. Risks to children are effectively identified and minimised through a combination of daily checks and written risk assessments.

The management team has a good understanding of the welfare, learning and

development requirements. They are dedicated to providing the best possible care and learning for the children and demonstrate a strong commitment to continuous improvement. The management team and staff work extremely well together and this is reflected in the happy atmosphere and nurturing environment created for children. There are effective monitoring systems in place so that any gaps in the provision are quickly identified. The self-evaluation system in place enables the management to systematically and effectively monitor the quality of the provision and to identify ways of making improvements. For example, in the near future a 'forest school' will be part of the children's preschool routine. Staff are suitably trained in the 'forest school' ethos. Taster sessions will be offered to parents so they fully understand the benefits of what children gain from a natural outside learning environment.

Children are cared for by caring and skilled staff who consider the needs of all individual children as paramount. Children with special educational needs and/or disabilities receive good support. Positive links with outside agencies ensure appropriate additional support is provided where required to enable all children to participate fully in all activities. Good partnerships have been established with parents. It is evident from discussions with parents that they greatly appreciate and value the service provided. Information is shared effectively with parents through ongoing dialogue, newsletters, policies and procedures, and details posted on notice boards and the website. Positive and effective links are evident with other early years provisions where children also attend. For example, children's next steps and development records are exchanged so that children benefit from a shared approach to their learning and development. Secure links with local schools are also being established effectively. This ensures children's individual needs are well met and that they are prepared for the transition into other settings.

The Childcare Register

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

The requirements for the voluntary 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 action. 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 | EY455027 |
| Local authority | Surrey |
| Inspection number | 904874 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 8 |
| Total number of places | 30 |
| Number of children on roll | 24 |
| Name of provider | Little Bookham Preschool Ltd |
| Date of previous inspection | not applicable |
| Telephone number | 01372451921 |

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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, which are usually the childminder's 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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