

# Bus Stop Pre-School

2 The Bungalows, Polesdon Lacey Estate, Great Bookham, RH5 6BD

<b>Inspection date</b>	05/06/2014
Previous inspection date	28/09/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
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		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children make rapid progress based on their starting points and are extremely well prepared for their future learning because the quality of teaching is high.
- Staff provide rich, varied and imaginative experiences for children and they have a very good understanding of how they learn. Planning is extremely effective and seen as integral in supporting children's individual interests and the next steps in learning.
- The key person system is highly effective to ensure accurate assessments of children's ongoing progress and identification and support of children's specific needs.
- Exceedingly good use is made of the outdoor learning environment where staff have established Forest School experiences creating a magical sense of wonder in the play experiences they offer to children.
- Partnerships with parents are very strong, which supports continuity in children's individual learning and development.

## 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 observed activities in all rooms, the pre-school's outdoor learning environment and within the grounds of Polesden Lacey estate.
- The inspector held discussions with the management team, staff and children.
- The inspector held several joint observations with the manager and pre-school staff.
- The inspector sampled a range of policies and procedures and held discussions with management on partnerships with parents in relation to meeting the individual needs of children, safeguarding, outings and complaints procedures.

## Inspector

Janet Thouless

## Full report

### Information about the setting

Bus Stop Pre-School is a privately owned, small family-run group, which was originally registered in 2006. It re-registered in 2012, when it moved to new premises on the Polesden Lacey Estate in Great Bookham in Surrey. Bus Stop Pre-School operates from two joining single-storey bungalows, with access to a fully enclosed garden. Children also regularly explore woodland areas during Forest School sessions within the Polesden Lacey grounds. Children come from the local community and surrounding areas. Bus Stop Pre-School is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from 8am to 5.30pm during school term time, and for seven weeks during the school holidays offering a Forest School holiday play scheme. Children may stay all day or for either a morning or afternoon session. There are currently 49 children on roll in the early years age group. The setting receives funding to provide free early education for children aged two, three and four years. It supports children with special educational needs and/or disabilities and those who are learning English as an additional language. A total of seven staff work with the children, of these, two hold degrees in Early Childhood Studies, one of whom is a Level 3 Forest School Leader and the other holds Early Years Professional Status, one of the remaining five holds a foundation degree in Early Years and two other staff members hold a relevant National Vocational Qualification (NVQ) at level 3, the final two staff members are working towards their relevant NVQ level 3.

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

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

- enhance children's good understanding of keeping themselves and others safe by, for example, actively involving children in the completion of risk assessments.

### Inspection judgements

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

Children are highly motivated and show great enthusiasm as they play and learn. Staff provide an extremely well-resourced indoor and outdoor learning environment which they organise effectively. They do this by delivering the learning and development requirements of the Early Years Foundation Stage and following the Forests School ethos. Therefore, providing children with an extremely wide range of play and learning experiences. As a result, children make rapid progress in their development. Staff complete robust observations to understand children's starting points and individual learning styles. This ensures teaching sharply focuses on individual children's interests and the next steps in their learning. Children's learning journals clearly show how every child is being challenged appropriately across all areas of learning. This is particularly evident for those who require

additional support in their learning. Staff effectively use the 'progress check for two-year-old children' and ongoing summary reports to identify when early intervention may be needed. This helps to ensure that children receive the appropriate level of support. In addition, summary reports monitor how well all children are progressing in each development area. Parents receive weekly emails about the types of events their children may participate in. Therefore, parents are fully involved and well prepared in supporting learning at home.

A very good balance of adult-led and child-initiated activities ensure that children are the prime instigators in their own learning. Staff have an excellent understanding of how children learn and are acutely aware of how different they can all be. Staff use spontaneous opportunities to support and guide children in their play. For example, when young children notice bugs in the outdoor environment staff talk to them about this experience. Staff ask children open-ended questions about the different types of bugs. They introduce language such as 'scurry' and 'burrow' as children use a magnify glass to observe the bugs moving around, developing well children's communication and language skills. All children take great pleasure in the many sensory experiences on offer. They notice the smell of mint, rosemary and lavender as the brush pass these plants releasing their aroma into the air. They excitedly ask their friends if they can also smell the plants. They pick the leaves, place them in pots and pretend to cook them in their imaginary fire square. In addition, playing in the grounds of the Polsden Lacey grounds they create a sunflower using fallen leaves that are turning yellow arranging them in a circle on a large tree stump. These types of activities create a great sense of excitement, developing children's critical thinking and problem solving skills. Therefore, children are very well supported in their scientific exploration.

Excellent opportunities are provided for children to develop an interest in books. Staff introduce and display a very good range of story and reference books that excite and involve children. The use of puppets and artefacts enhances children's listening skills, curiosity and enjoyment of books. In addition, this leads to children excitedly recreating favourite stories, such as, creating a bear cave in the outdoor learning environment. Staff include a very good range of activities that support mathematical development. For example, children explore and discuss the shape of an octagon and cylinder and the number of sides to a cube. Children then excitingly share comparisons such as a cement mixer is shaped like a cylinder. Staff extend this by sharing with children the need for the cement mixer to keep turning so the cement does not set. Therefore, teaching supports children to gain an excellent grasp of counting, dimensional shapes and mathematical language. Staff encourage children to write for a purpose. Younger children enjoy mark making and older children write captions for their drawings, label their work, write letters and read story books independently. Children are extremely well supported in acquiring very good communication, language and literacy skills. To support older children's progression into school staff have created a classroom in the role play area. Children write, draw and act out different scenarios and this gives staff spontaneous opportunity to talk to children about what to expect. This helps children to manage their feelings and discuss change. Children competently and independently use the computer, camera and various programmable toys to support their growing understanding of technology. Overall, children are developing excellent skills in preparation for their next stage of learning.

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

Children thrive in this welcoming, vibrant and nurturing pre-school setting. They arrive happy running into pre-school knowing that many exciting activities and play experiences await them. Children enjoy secure, trusting relationships with staff who treat them with care and affection. Valuable settling in sessions enable key staff to discuss and find out extensive information on children's individual needs and establishes close relationships with parents. This approach ensures the move from home to pre-school is smooth, resulting in children settling easily and happily.

The pre-school is exceptionally well resourced to inspire children's independence, creative activity and thinking skills. The indoor and the outdoor environments reflect the areas of learning. Well-stocked baskets of everyday objects and materials, which all look and feel different keep children enthralled as they explore the easily assessable resources on offer. Provision for outdoor play is a key strength of the educational programme. This is particularly beneficial for those children who prefer to learn outside. Children enjoy building wigwams, dens and tunnels and being creative using the extensive range of natural resources available. They learn to use bow saws and palm drills safely, under the very close supervision of staff. This reflects the pre-school's forest school ethos. Staff prepare children extremely well for walks around the extensive grounds of Polesden Lacey. For example, by talking to them about who is a safe adult, the movement of vehicles and the importance of holding hands with their chosen friend or adult. Staff then test children's understanding of these rules, such as visitors to the estate are adults we do not know. Therefore, helping children to keep themselves and others safe.

Children's well-being is exceptionally well supported through the promotion of healthy eating and provision for outdoor play. Children participate in activities that support their developing understanding of healthy and unhealthy foods creating a 'good food pyramid'. Staff discuss with them what food is good and how our bodies use food. Children's independence skills are promoted exceptionally well at meal and snack times as they have opportunities to pour their own drinks and cut up their own fruit. Parents provide packed lunches and the staff team share suggestions on healthy lunch box options with parents. In addition, children with special dietary requirements and cultural needs are respected. Staff take great care to protect children with allergies. Children learn how to keep themselves safe with the exceptional support from the staff team. For example, when cutting their fruit at snack time staff remind children to use the sharp knife safely. In addition, children participate in events such as riding bikes or scooters to pre-school. Therefore, developing further children's understanding of the importance of maintaining a healthy lifestyle.

Children's behaviour is excellent. Staff set very high standards and expect high standards from the children, creating a harmonious atmosphere in which they treat each other and staff with respect. Children are supported to develop key skills, such as sharing and turn taking, and are extremely polite and considerate to each other. For example, children are involved in writing their own rules for the new cosy book area. Children display their rules and are overheard reminding each other of these, such as, 'no sitting on the wood bench

as agreed'. Staff ensure children are able to play in a safe environment. Robust risk assessment ensures that potential hazards to children are minimised. However, staff have not fully explored how to involve children in this process to heighten their awareness of how to keep themselves and others safe.

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

Staff place a very high priority on children's safety and well-being. They demonstrate an excellent understanding of the safeguarding and welfare requirements as set out in the Statutory framework for the Early Years Foundation Stage. An extensive safeguarding policy, which includes procedures to follow regarding concerns to a child's well-being or allegations against staff and restricting the use of personal mobile phones, is in place to help ensure children are protected. There are rigorous recruitment and induction procedures in place and all staff have undergone the necessary suitability background checks. Students on work experience are thoroughly supervised and are given clear boundaries on pre-school practice with regards to their role.

All staff receive an annual appraisal, which is supported by high quality supervision sessions. All staff are passionate about their job roles. They have great enthusiasm and commitment towards their professional development and have widened their knowledge and experience through training. Currently a number of staff are participating in Forest School leader courses to further enhance their skills in supporting play in the outdoor learning environment. Therefore, making ongoing improvements to the educational programmes. In addition, staff access courses to help them better understand and support the individual circumstances and needs of pre-school children and their families.

An exceptionally experienced and professional management team share a clear vision for high quality childcare. The management team closely monitor the delivery of the educational programme to ensure children are highly motivated, challenged and achieving their individual targets. Rigorous and effective systems for self-evaluation, that includes the participation in quality improvement programmes, support ongoing continuous professional development. Parents, children and staff contribute to this evaluation through their suggestions, feedback and written questionnaires. The pre-school shows a very strong capacity towards continuous improvement and improving the outcomes for all children.

Extremely effective partnerships with parents and other professional agencies have a significant impact on children's well-being. Extensive information is sought from parents before children attend the pre-school supporting their individual needs and parents' preferences. In addition, parents complete home observation sheets, sharing their knowledge about their children's interests at home. Parents receive a wealth of information on pre-school events. Information includes up and coming special events, such as children's visits to local primary schools and sports day and invitations to forest school workshops. In addition, parents are invited to 'Leaver's day' where children are presented with their learning journals. Therefore, fully involving parents in their children's

learning experiences. Parents spoken to are extremely complimentary and highlight the excellent commitment by staff to working in partnership with them. They share how extremely supportive staff are in meeting their children's individual needs. They describe how their children's concentration, confidence and well-being have flourished in the outdoor learning environment. In addition, parents write in the 'WOW' book sharing compliments, comments and suggestions. Parents' views or concerns are listened to and respected. The range of pre-school policies and procedures, which include complaints procedures, are shared with all parents. Excellent links are made with other professionals and schools to support children's welfare and help children to make to the best possible progress in their all-round development.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY445410
<b>Local authority</b>	Surrey
<b>Inspection number</b>	967080
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Catherine Rose Rice
<b>Date of previous inspection</b>	28/09/2012
<b>Telephone number</b>	01372452660

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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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