

Young World Pre-School

Scout Headquarters, 121 High Street, Horsell, Woking, Surrey, GU21 4SS

Inspection date	25/06/2014
Previous inspection date	16/03/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children enjoy their time at pre-school. Children of all ages are happy and confident owing to good relationships with staff.
- Children feel safe and secure in the pre-school, and arrangements for safeguarding the children are strong.
- Staff make sure children have access to a variety of activities throughout the session to keep them interested.
- Staff value children and include them well in this warm and friendly setting.

It is not yet good because

- Staff do not effectively link the next steps in learning for each child into the planning, or provide activities that cover all areas of learning. Therefore, they do not fully promote children's learning and development needs.
- Staff do not skilfully question children during some activities to fully promote learning.
- Staff appraisal systems and supervision of staff are not fully in place and effective.
- The sharing of information with other providers and parents, to involve them in the children's learning, is not completely effective.

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.

Inspection activities

- The inspector discussed the format of the inspection on arrival.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector observed activities in the indoor and the outdoor learning environments.
- The inspector invited the manager to carry out a joint observation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Alison Large

Full report

Information about the setting

Young World Pre-school is a privately owned setting which registered in 1992. The pre-school operates from two rooms within the scout headquarters building, in the Horsell area of Woking, in Surrey. All children have access to an enclosed outside play area. The pre-school is open from 9.15am to 12.15pm, Monday to Friday, during term time only. The pre-school is registered on the Early Years Register. There are currently 32 children in the early years age range on roll. The pre-school takes children from two-and-a-half years of age. The provider receives funding for the provision of free early education for children aged three and four years. The staff support children who have special educational needs and/or disabilities, and children who are learning English as an additional language. The pre-school employs five members of staff who work with the children and, of these, four are qualified in childcare.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- consider the individual needs, interests and stages of development of each child, and use this information to plan a challenging and enjoyable experience for each child, to help them make as much progress as possible
- improve children's learning and development opportunities by considering the development needs of all staff members to ensure that they promote effective learning experiences for children that continually improves and helps the children move forward in their learning
- improve the arrangements for appraisal and supervision to provide mutual support and teamwork, to promote the continuous improvement of the setting, and positive outcomes for children.

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

- extend the use of questioning during everyday experiences, to encourage children to think and respond
- strengthen the flow of information between staff, parents and other providers to promote more consistency in children's learning, including at home.

Inspection judgements

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

Children arrive happily and settle quickly into the session. They move around freely, and can choose from a range of activities and resources. Staff encourage children to count and use numbers in a variety of ways, and they teach them to recognise shapes and name colours. All children enjoy opportunities to choose their preferred activities and become independent in their play. Children use their imaginations and create role-play games, excitedly talking to their friends and using different resources in their play.

Staff gather information from parents when their children join the pre-school to successfully build on the children's learning and interests. Observation and assessment systems are in place and show what each child has achieved, and the progress they are making. Staff record the next steps in each child's learning; however, these do not link into the planning of future activities. Therefore, staff are unable to ensure that all children are making strong progress. The educational programme is not monitored effectively to ensure children's interests and capabilities are planned for to ensure that a good level of challenge is provided. Staff understand the seven areas of learning and how children learn, but the quality of teaching is inconsistent and not all areas of learning are well promoted. Not all staff are confident enough to question children during planned and everyday activities, to encourage them to think about, and respond to, what they say. As a result, staff miss opportunities to extend children's communication and language abilities, and fully promote learning. However, some adults are skilled at getting down to the children's height when talking to them. They gain eye contact with the children before talking to them, and encourage children to listen to what they say. This contributes to the building of relationships and listening skills, and helps prepare the children for school.

The provider has implemented the progress check for two-year-old children. However, strategies to involve the parents and promote learning at home are not always successful. This results in missed opportunities to provide consistent learning experiences for children. Parents are kept informed about the life of the pre-school through the notice boards and daily chats to staff.

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

Staff do not fully promote children's well-being because of the weaknesses in teaching, planning and engaging children in learning. However, there is a good key-person system in place and children develop trusting relationships with their key person. This relationship helps children to develop good levels of self-esteem and confidence, preparing children well for their next stages in learning. Children play happily alongside each other, and staff support them in learning turn-taking skills as they share the resources. Staff help the children learn about keeping safe, for example, as they explain to the children why they should not throw the toys, as they may hurt someone. Therefore, staff are effective in supporting children's growing understanding of how to behave in order to keep

themselves, and those around them, safe. Good systems are in place for behaviour management. Staff are good role models and ensure children know right from wrong. Children are developing positive relationships with each other and interact well together.

Children are learning to take responsibility for their own personal needs through everyday routines. Children are encouraged to wash their hands following a visit to the toilet and most children do this independently. Staff teach the children good hygiene routines and how these contribute to their good health. They discuss that if they do not wash their hands after using the toilet, 'we may have germs'. Children bring their own snack to pre-school and sit together to eat. They enjoy healthy nutritional snacks, such as fresh fruit and vegetables. Systems are in place to inform staff of any health or dietary issues the children may have, and staff keep thorough records of accidents and incidents. Children enjoy fresh air and exercise as they use the outdoor environment daily, all year round. Good relationships are developed with staff at the local schools the children will move on to. This helps to ensure that children have a successful progression into school. Staff support the children well as they develop their independence and gain the skills needed to be ready to move on. Teachers are invited to visit the pre-school to enable children to become familiar with the new faces in readiness for going to school.

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

Children demonstrate they feel safe as they move around the setting confidently and decide what to play with. However, monitoring of the educational programme is not consistent to ensure the planning includes individual children's learning needs. Staff know their role and responsibilities concerning safeguarding and are aware of the procedures for dealing with any safeguarding concerns. The pre-school ensures access to the premises is kept secure and that all staff, children and visitors are signed in when inside the pre-school. A comprehensive range of policies and procedures are in place, and staff complete documentation and records to ensure children's health and safety needs are sufficiently well met. All staff take responsibility for children's health and safety. They are vigilant and use risk assessments to help keep children safe indoors as well as outside. Staff soundly promote equality and diversity and provide children with an inclusive environment where they learn about valuing each other's differences. Systems to monitor and identify the strengths of the provision and areas for development are not fully in place. Therefore, the provider is unable to fully ensure the continuous improvement of the setting. The provider has met the action and some of the recommendations set at the last inspection, but has not fully addressed them all. The manager ensures all the appropriate records are now on site and available for inspection, and the record of staff Disclosure and Barring Service check reference numbers are in place. The staff appraisal system helps to ensure staff are able to access some training courses, and staff are clear about their roles and responsibilities within the pre-school. However, appraisal and the performance management of staff are not fully focused on improving the quality of teaching. The informal discussions which take place are not effective in enabling staff to receive coaching to improve their personal effectiveness. This results in inconsistencies in the quality of teaching and learning. Clear procedures are in place for the recruitment and

vetting of staff, which ensures all adults working with children are cleared as suitable to do so.

A sound partnership between staff and the parents ensures information is shared between them generally well. Parents are kept informed about daily routines and the activities their children have taken part in. Overall, parents are supportive of the staff team and comment on how helpful, friendly and warm they are. However, some expressed concerns regarding the level of information sharing, especially about their child's learning. Staff are committed to ensuring that every child and their family are valued and welcomed within the pre-school. Arrangements are in place to liaise with other providers of settings that the children may attend, to share information about their learning. However, this is not always fully effective.

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

Unique reference number	120330
Local authority	Surrey
Inspection number	813599
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	32
Name of provider	Susan Bullard
Date of previous inspection	16/03/2011
Telephone number	07774942627

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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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