

# Flying Start Pre-School

Scout Association, 193 Walton Road, WEST MOLESEY, Surrey, KT8 2DY

## Inspection date

Previous inspection date

12/09/2014

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

- The warm approach of staff helps children to settle quickly and to feel safe and secure, forming secure attachments and bonds.
- Children are motivated by the imaginative and stimulating ways that staff present activities throughout the nursery. They are totally engaged in their learning and make good progress taking into account their starting points and capabilities.
- Staff work well in partnership with parents. They keep them well informed about their children's progress and well-being.
- Behaviour is good. The children are very confident, demonstrating a good awareness of safety and of how to look after themselves.

### It is not yet outstanding because

- Books in the outdoor environment are not easily accessible to children. Therefore, staff do not fully maximise children's early reading skills.
- Staff miss opportunities to use signs, symbols within the outdoor environment. Therefore, they do not fully maximise children's developing literacy skills.

## **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 had a tour of the nursery with the manager.
- The inspector held discussions with the manager.
- The inspector talked with some children, staff and parents, and took account of their views.
- The inspector observed children and staff engaged in activities.
- The inspector looked at a range of documents, including some policies and procedures, risk assessments, and records for children and staff.

## **Inspector**

Jane Franks

## Full report

### Information about the setting

Flying Start Pre-School registered in 2014 under its current ownership although has been operating for many years. The pre-school operates from the scout hall in West Molesey, Surrey. It is a privately-owned provision. The pre-school has use of one main play area, additional toilets, kitchen and a large outside space. The pre-school is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is open each weekday from 9am to 12.15pm, with a lunch club operating from 12.15pm to 1pm. On a Tuesday and Thursday afternoon the session operates from 1pm to 4pm during term time only. The pre-school is in receipt of funding to provide free early education for two-, three- and four-year-old children. There are currently 21 children on roll in the early years age group. Staff support children with special educational needs and /or disabilities. Support is also provided for children learning English as an additional language. The pre-school employs three staff who are all qualified at level 3.

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

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

- develop further use of letter and symbols within the outdoor environment to encourage developing literacy skills
- make books in the outdoor environment easily accessible to maximise children's early reading skills.

## Inspection judgements

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

Staff have a good understanding of the educational programmes of the Early Years Foundation Stage. They provide children with exciting, stimulating and extremely well organised educational programmes, both indoors and outside. These factors combine so children make good progress in their learning and development from their starting points on entry. Children consistently want to have a go at trying new things. They keep trying to achieve what they want to do, and enjoy developing their ideas by themselves, or with staff. This means they are gaining valuable attitudes ready for the next stage in their learning. Children are involved in a range of meaningful activities to develop their communication and language skills. Staff model new words and encourage children to explain their thinking and ideas. For example, staff used skilful open-ended questioning to encourage children to explain their construction building choices. New vocabulary is introduced during activities, for example, children learned new words as they engaged in role play using the doctor set. As a result children developed an understanding of people

who help them. Children benefit from daily singing and story time. As a result, children are confident talkers, who share and talk at circle time, and explain their play to their friends during activities. Children are developing skills for school as staff are effective at integrating numbers, colours and shapes into play. For example, while building, staff talked about the different shapes of the blocks and brought in teaching mathematical concepts as the children measured different lengths. Children have many opportunities to be creative and develop early writing skills, such as during painting, drawing and colouring activities. They benefit from targeted individual attention; they learn to read and write their own names as they find their name tags and label their drawings.

The quality of teaching is very good. Staff make good judgements about when children need time to play and explore independently. They intervene skilfully to extend children's learning. For example, children decided they would like to water the garden. Staff sensitively supported children to construct guttering under the tap providing a free flow of water to fill their watering cans. This support helped children to extend their language and thinking as they talked together about what they should do. Consequently, children become active and interested learners. Although many resources are available in the outdoor area, outdoor play is not always effectively planned to stimulate children's early literacy and reading skills. For example, there is a lack of print in the outdoor environment, such as labels, words and symbols across the play areas. In addition, books are stored out of reach of the children. This means that children who particularly like to learn outside are not fully supported to reach the highest level of achievements.

Staff have very effective systems in place to assess and monitor children's progress. They observe children as they play and keep comprehensive records on their achievements. This helps staff to successfully plan children's future learning targets and meet their individual needs. Inclusive practice is very successful as staff have a good knowledge of each child's background, individual needs and parents' preferences. Good provision is in place to secure timely intervention and support for children with special educational needs and/or disabilities to ensure they achieve well. This is supported by established multi-agency links which provide effective access to specialist knowledge, skills and resources. Parents receive regular information about their child's progress through termly parent meetings, daily dialogue with staff and the easily accessible learning records. Staff include information acquired from parents within children's developmental records, further emphasising the true partnership between the setting and the family, which benefits each child. These high quality relationships enable all children to make positive progress from their starting points. During discussions, parents comment on the approachable, caring staff and their child's positive progress.

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

Children are happy and relaxed within the pre-school's warm and caring atmosphere. Staff are sensitive in supporting children to settle when they first start in the pre-school. Key persons demonstrate that they become familiar with children's individual needs quickly.

For example, they recognise that some children are very quiet for their first half an hour in the session. Staff are careful to explain routines and expectations to young children so that they quickly become familiar with their new environment. They recognise the importance of building strong attachments to ensure children's well-being. They have a very warm rapport with them, and all children are made to feel special. Attention is given by staff to making sure all children are given all the support they need to feel comfortable and secure. This provides a firm base for promoting children's personal, social and emotional development and developing skills for the future.

Children have access to a vibrant and relaxed environment in which they become independent. As a result they are engaged in activities and behave well throughout the sessions. Staff handle any minor conflicts quickly, skilfully and sensitively. They are nurturing, calm and polite when they speak to the children. As a result, children are learning to treat others with respect and their manners are good. Staff support children's growing understanding of how to keep themselves safe and healthy very effectively. Children are developing an excellent understanding of how to manage risks and challenges relative to their ages and stages of understanding. For example, when being very active outdoors, they skilfully avoid one another and take calculated risks as they climb equipment. Throughout the session, they responsibly and safely use a wide range of tools, such as scissors.

Staff place a high emphasis on children's physical development, playing outdoors in all weather and encouraging a healthy lifestyle. Staff promote children's good health well, providing well-balanced snacks and always taking their dietary needs, allergies and preferences fully into account. Children develop skills for independence as staff encourage them to try to do things for themselves. They learn how to help themselves to a suitable amount of food. Children know they need to wash their hands before eating, after going to the toilet and playing outdoors because staff remind them and talk about germs. This supports children's good health and well-being.

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

The provider has a good understanding of her responsibility to make sure that the pre-school's provision meets the safeguarding and welfare requirements. All staff have attended safeguarding training and have a clear understanding of the issues to respond promptly where there is a concern about a child. Staff have attended paediatric first-aid training. They are clear about their roles and responsibilities to safeguard children and should an accident or incident occur they know how to act without delay. The use of robust recruitment and induction procedures help to check the adults' suitability to work with children. Close supervision at all times adds to children's safety. Implementation of an effective risk assessment programme results in the premises being secure and safe. The provider regularly updates all required documentation and policies and always makes staff aware of changes in procedures to underpin the well-being of all children.

The leadership of the pre-school is very effective. The provider has a thorough

understanding of the learning and development requirements. The learning and development programmes are closely monitored and evaluated to ensure all areas of learning are covered comprehensively. They also monitor to make certain that the individual needs of the children are met, to quickly close any gaps in progress. Assessment is sharply focused and includes contributions of parents, and outside professionals. This means that individual targets for children are appropriate, and that children receive all the support they need to make good progress. All staff benefit from effective regular supervision to identify future training needs and to monitor the quality of their work. Staff attend regular meetings where they discuss new initiatives. Overall, staff are well qualified and children benefit from their regular discussion of information about children.

Self evaluation is a key feature of the pre-school's strategy to drive improvement. It identifies areas for development accurately in relation to all aspects of the provision. The views of parents, children and staff, form part of the process. This approach ensures that everyone has a clear understanding of the strengths of the provision and is involved in the identification of areas for development. The children's key persons value productive relationships with parents and carers. They achieve a high level of sharing of information about children's care and learning in the pre-school and at home. As a result, children receive the support they need. Parents and carers are highly appreciative of the friendliness and expertise that the pre-school shares to meet the needs of every child.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY475950
<b>Local authority</b>	Surrey
<b>Inspection number</b>	967158
<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>	30
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Vanessa Louise Allam
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07976 041790

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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