

Knaphill Pre-School

Brookwood Country Pavillion, Strathcona Gardens, Off Redding Way, Knaphill, Surrey, GU21 2QT

Inspection date

Previous inspection date

13/10/2014

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

- Children make good progress in all areas of learning. As a result, children gain skills they need for their move on to the next stage of their learning.
- There is a strong focus on language and communication.
- Children's well-being receives high priority. Close bonds exist between staff and children and this ensures that children feel secure at pre-school.
- The staff team work hard at transforming the hall into an exciting environment where children are eager to learn through play.

It is not yet outstanding because

- The use of visual aids and props is not always consistent to help children's mathematical development.
- The outside area does not provide children with as much challenge and interest as the indoor environment.

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 the main hall and the outside learning environment.
- The inspector conducted joint observations with the provider.
- The inspector held a meeting with the provider/manager. The inspector took account of the views of parents spoken to on the day.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children and the provider's self-evaluation form.

Inspector

Hazel Farrant

Full report

Information about the setting

Knaphill Pre-school opened in 2013. It is one of three early years settings privately owned by the same provider in Surrey. The pre-school operates from Brookwood Country Pavilion in Knaphill, Surrey. It is located near to schools and transport links. Children have access to a secure outdoor play area.

The pre-school is open each weekday, term time only. The hours of operation on Monday and Thursday are from 9am to 3.30pm and the pre-school can offer half-day sessions. On Tuesday, Wednesday and Friday it is open from 9am to 12 noon. There is an optional lunch club from 12 noon to 12.30pm each day except for Wednesday.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is in receipt of funding for the provision of free early education to children aged, two, three and four years. There are currently 49 children on roll in the early years age range. Staff are recruited according to the number of children on roll to ensure ratios are met. All of the staff hold an appropriate early years qualification to at least National Vocational Qualification (NVQ) level 2. Two members of staff have successfully completed a foundation degree.

What the setting needs to do to improve further

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

- use visual aids and props effectively to help children understand mathematical concepts more easily

- enhance the outside area, so that it provides children with greater play experiences covering all areas of learning, to further promote their good progress.

Inspection judgements

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

Staff have a good understanding about how to support children's learning, and they engage children in activities by planning with their interests in mind. For example, staff plan activities around a theme of 'all about me' to encourage children to develop their vocabulary and creativity. This means that the children enjoy the activities provided and are keenly motivated to take part. Staff use good teaching skills generally and enable children to solve problems and work things out for themselves. However, props and resources to further consolidate children's learning are not always used consistently to maximise learning opportunities, for example, to help children understand and recognise

numbers clearly. That said, children demonstrate good mathematical skills. For example, they count the number of steps they are able to take when using the stilts in the outside play area.

Children make good progress in all areas of learning. As a result, children gain skills they need for their move on to the next stage of their learning. There is a strong focus on language and communication. Staff members use sign language, as well as speech, to effectively support children's early communication skills. Children who are learning English as an additional language receive good support to enable them to progress well. A display of words in the child's home language and the use of dual language books help children to feel confident in their surroundings. Children break away into small groups for circle time where they learn how to sound letters phonetically. They thoroughly enjoy the activity and enthusiastically join in with the sounds and actions, clearly recognising their name cards.

Staff carry out detailed observations on all children, describing the activities the children take part in and what they enjoy. The assessments are accurate and enable the staff to clearly identify children's next steps for learning. They use this information to target successfully where children need the most support to help them make good progress. Staff share their assessments and next steps with parents and value their contributions to their child's learning records. Assessments for children who are two years old are also effective and help to identify any individual learning needs at an early stage. Staff seek support from external agencies to enable them to develop the necessary skills for working with children with additional needs. For example, speech and language therapists work closely with staff to support children who are not yet reaching their expected level of development in communication and language.

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

Children's well-being receives high priority. Close bonds exist between staff and children and this ensures that children feel secure. Children enter eagerly in the morning and separate from their parents and carers with ease. The staff members are kind and caring towards children and this contributes to the welcoming and friendly environment. Children copy staff and they are also kind and caring towards their friends. They behave very well and are polite to each other, staff and visitors. Any minor disagreements are swiftly resolved because staff encourage children to talk things through and take turns with popular toys. Children are very confident and know the routines of the day. Staff praise children for their achievements and good behaviour, which boosts children's self-esteem positively. Children have a sense of belonging as they are included in decision making and see their creations proudly displayed on the walls. The staff team work hard at transforming the hall into an exciting environment where children are eager to learn through play. Children are developing good personal, social and emotional skills, helping them to prepare very well for when they start school.

Children have daily opportunities for fresh air and exercise in the outside area, which they access freely. The range of activities supports their physical development well as they kick balls, run, hop and jump. Children ride bicycles and enjoy racing each other, moving their

bodies easily and developing their muscles. Children are learning how to care for themselves, they know that they need to put their coat and boots on before going outside to play. Children are learning to take responsibility for their own health and safety. They bring packed lunches to pre-school and staff work closely with parents to encourage healthy options. Staff talk to children about the value of eating fresh fruit so that they are learning about the importance of a healthy, balanced diet. Staff ensure they know of any allergies a child may have and are vigilant in promoting children's well-being. At snack time, children enjoy various fruits to eat and water or milk to drink. They learn how to pour their own drinks and tidy away their plates and cups, which promotes their independence skills well. Children learn how to keep themselves safe through learning how to use appropriate knives safely to cut up fruit ready for snack time.

Children learn about personal hygiene and their self-care skills are developing well. They independently access the toilet and know to wash their hands afterwards to protect themselves and others from germs. Most children use the toilet confidently and those who need support receive suitable help. Staff work closely in partnership with parents and carers regarding children's care routines, which ensures consistency. The pre-school offers children a wide range of interesting and exciting resources and activities, which cover all areas of learning. Resources are stored appropriately at child height so that children can easily help themselves; labels with pictures and words help children to know what is inside. Staff primarily offer children activities to promote their physical development outdoors and children's development in other areas of learning is not promoted so well outdoors. This limits the learning opportunities slightly for those children who prefer to learn outdoors in the fresh air.

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

The manager and her team have a secure understanding of the requirements of the Early Years Foundation Stage. The safeguarding of children's welfare is high priority. Staff are fully aware of their role and responsibility to safeguard and protect children in their care. They have a clear understanding of the signs and symptoms that would raise concerns and the procedures they would need to follow. Staff carry out risk assessments and daily checks to minimise risks to children and security arrangements are robust. For example, all visitors sign in and out of the building and the door remains secured when the pre-school is in session. Comprehensive policies and procedures to promote children's health, safety and welfare are fully in place and effectively implemented. Accurate record keeping also adds to children's safety. Robust recruitment and comprehensive induction procedures ensure all staff remain suitable for their role. Management complete regular, informal interim reviews and yearly work plans of performance to ensure staff continue to develop through ongoing training. Staff record their observations of children. The manager uses this information to monitor and track the effectiveness of the educational programme to ensure there are no gaps in the curriculum.

The self-evaluation process is effective in helping to focus on areas for future improvement. The manager and her team have an action plan in place to bring about

changes which will have the most impact on children's progress and their learning. For example, they are keen to introduce 'forest school' activities by using the wealth of resources in the nearby woods and parkland areas. The nursery makes good use of the advice and training offered by their local authority. Meetings and discussions ensure all staff, parents and children are actively involved in the pre-school's self-evaluation. The pre-school has established very good links with external agencies and other professionals and, as a result, children receive the additional help they need. Relationships with other settings that children attend are good and staff use a contact book to keep everyone up to date and promote continuity of care. Staff warmly approach parents on arrival and at collection times and a good exchange of information takes place about the children. Parents know what activities and learning their children have been involved in during the day. They are kept informed of all important information through discussions, notice boards and text messages. As a result, parents are well-informed and this strong partnership contributes to the good progress children make. Parents report that they are very happy with the care and learning their children receive and would recommend the pre-school to other parents.

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. 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

Unique reference number	EY457420
Local authority	Surrey
Inspection number	976987
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	49
Name of provider	Stoughton Preschool Limited
Date of previous inspection	not applicable
Telephone number	07941427101

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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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