

# Frimley Green Pre School

Frimley Community Centre, Balmoral Drive, Frimley, Camberley, Surrey, GU16 9AR

<b>Inspection date</b>	12/01/2015
Previous inspection date	19/01/2009

<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		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 quality of teaching is good. All children make good progress from their initial skills and abilities.
- Partnerships with parents are strong. The sharing of information involves parents in their children's learning. Consequently, children benefit from the continuity of care and learning between home and the pre-school.
- Staff consistently give high priority to the safety and welfare of children. They effectively develop children's growing awareness of how to keep themselves safe.
- The pre-school management is effective at evaluating the provision, which improves outcomes for children.

### It is not yet outstanding because

- There is limited writing in the environment that reflects the home languages of children learning English. As a result, not all children understand that print carries meaning.
- The outdoor area does not fully reflect the rich indoors environment to enhance children's already good experiences.

## 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 had a tour of the setting.
- The inspector spoke to parents, staff and children to gain their views.
- The inspector observed children and staff during playtime.
- The inspector examined a selection of paperwork, policies and other documents.
- The inspector discussed the settings self-evaluation document.

## Inspector

Alison Southard

## Full report

### Information about the setting

Frimley Green Pre-School has been open since 1979 and moved to its current premises in 2005. It operates from the community centre in Frimley, Hants. Activities take place within the main hall. There is an enclosed outdoor garden area for outside play. There are currently 40 children on roll. The pre-school is registered on the Early Years Register. The setting currently supports children with special educational needs and/or disabilities and those who speak English as an additional language. The group opens five mornings a week during school term times. Sessions are from 9.30am to 12.30pm and from 1pm to 3.30pm on Monday and Wednesday. Eight members of staff work with the children; of these, seven hold relevant qualifications.

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

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

- develop ways to provide children with words and labels in the environment, to reflect the home languages of children learning English, to help them understand that all print carries meaning
- enhance children's already good experiences, by considering how the rich and varied indoor environment can further be reflected in the outdoors.

### Inspection judgements

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

Staff plan and deliver good quality educational programmes. They make effective use of observations and assessments to inform their daily plans for children. This enables them to deliver learning that is interesting and appealing to children. Staff identify, plan and provide children with well-targeted care and learning opportunities. They complete progress checks for children aged two to three years. They share these with parents to ensure they make an accurate assessment of their child. Staff implement effective systems for ongoing assessments, setting targets for children's next steps and continuous reviews for children. This helps all children, including those with special educational needs and/or disabilities to make good progress. Staff work closely with parents to learn about children's needs and interests on entry to the pre-school. This allows staff to plan effectively for their individual needs.

Staff provide children with lots of opportunities to develop their physical skills. They carry out a short physical exercise time daily to encourage children to move in different ways. Children have access to the outdoors and staff encourage them to explore the

environment by digging in the mud kitchen, using hoops and riding tricycles. They use spontaneous opportunities to interact with children. For example, children ran excitedly to the fence to watch the refuse truck take away the rubbish. Staff asked skilful questions to develop children's understanding. Children have opportunities to dress up in different outfits, and to celebrate different festivals and cultures. This helps children to learn about diversity and the world around them.

Staff place a strong focus on communication and language. They use their knowledge of a national programme to assess children's skills. They use good strategies to support children that require additional help to develop their speech skills further. Staff help children to solve problems. For example, as the children were constructing an aeroplane using large wooden blocks staff helped them to consider ways to extend it. They used mathematical language and modelled this effectively, to help children of all ages to understand. Children learn to recognise their names because they have opportunities to see these in the environment, such as on their pegs and during registration time. Staff provide very good support and resources for children to draw, look at books and practise writing. The environment reflects a variety of words and numbers. However, there are limited opportunities for children learning English as an additional language to see their home languages in the setting, to strengthen all children's understanding that all print conveys meaning.

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

Children play happily and interact very well with staff. Key-person arrangements are effective and children form trusting relationships with the adults who care for them. This helps them to develop a strong sense of security. Children receive lots of reassurance when they separate from their main carers to help them settle in. Children take part in both adult-led activities and activities they freely choose for themselves. This enables children to develop their social skills and to make friendships. Staff provide children with an abundance of choice indoors. However, staff do not fully reflect this in the outdoor environment. Nevertheless, children happily explore the outdoor environment and make good use of the resources available.

There is a strong focus on safety throughout the nursery. Staff remind children of the need for safety throughout the day. Staff carry out evacuation drills with children on a regular basis. This ensures all staff and children are aware of what to do in the event of a fire. Children's growing awareness of safety is apparent. For example, children remind each other not to run inside.

Children actively develop an understanding of being healthy through regular exercise. They have daily outdoor play, to enjoy fresh air. Staff act as very good role models, helping children to develop their social skills. They remind children to use good manners, modelling the language and give gentle reminders to share, so that children know what is expected of them. Consequently, their behaviour is good. Children have high levels of independence, which enables them to begin to take carefully managed risks in a safe environment. They choose when to have the healthy snack; they serve themselves and

pour their own drinks. Children maintain personal levels of hygiene because they follow regular routines of hand washing. Staff follow hygienic routines to protect and promote a healthy environment. As a result, children are developing good self-care skills. This helps prepare them in readiness for their eventual move to school.

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

The management team work well together. They fully understand and meet the requirements of the Early Years Foundation Stage. This helps to ensure that the team provides effective, quality care and learning for children. All staff attend safeguarding training. They demonstrate a thorough awareness of the procedures to follow if they have concerns about a child. This knowledge helps to safeguard children in their care. The management team share policies with parents to enhance their awareness of the setting's responsibilities. Staff are dedicated to maintaining safety at all times. Children are cared for in a safe and secure environment because staff minimise hazards when they complete risk assessments and daily checks. The majority of staff are first aid trained. This means that they can deal with accidents in an emergency. Robust recruitment and vetting procedures help to ensure that all staff are suitable to work with children. The management provides on-going training and supervision. This ensures they support staff extremely well to ensure they have secure knowledge and skills to carry out their roles and responsibilities confidently.

Self-evaluation processes are robust and clearly identify the strengths of the provision and areas for improvement. Staff, parents and children contribute to the self-evaluation process in a variety of ways. They act on parental feedback, for example staff introduced new parents evenings when children first start at the pre-school. The pre-school also took part in a quality improvement programme through the local authority and regularly receives feedback from the local authority, to help maintain good standards. As a result, the team demonstrates a strong capacity to maintain continuous improvement.

Partnerships with parents are strong. The parent led committee allows parents to work closely with the staff to improve outcomes for their children. Parents contribute updates about their children's achievements at home and staff share children's learning outcomes. Staff monitor children's learning effectively and plan for their individual needs accordingly. This cohesive approach to children's learning and development helps children to make good progress. Parents express how very supportive and nurturing staff are. Staff know how to seek guidance and support where necessary, working with other professionals, local schools, and other settings children attend. This approach helps to improve outcomes for all children and prepares them in readiness for their eventual move to school.

## 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>	EY300311
<b>Local authority</b>	Surrey
<b>Inspection number</b>	837682
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Frimley Green Pre-School Committee
<b>Date of previous inspection</b>	19/01/2009
<b>Telephone number</b>	01276 406 994

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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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