

Stoughton Preschool

Stoughton Youth Centre, Stoughton Recreation Ground, Off Worplesdon Road, Guildford, Surrey, GU2 9RS

Inspection date

14/01/2015

Previous inspection date

17/04/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 developmental progress because staff use their secure knowledge of children's individual needs to extend their learning within all activities.
- Staff communicate effectively with parents to fully involve them in children's care, learning and development. Comments received from parents during the inspection show they are very happy with the pre-school.
- The manager works closely with staff and parents to secure additional intervention for children to reduce gaps in their learning and ensure they are well prepared for their future and starting school.
- Children show good independence during their play as they choose, and use, the easily accessible resources.

It is not yet outstanding because

- The pre-school manager does not always effectively monitor how well staff observe children, or how staff deal with minor behavioural issues. This means that, at times, staff are not prompt to offer additional support to children who need it.
- Opportunities for children to take part in activities that offer greater physical challenge, to promote their coordination and agility, are limited.

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 observed activities in the indoor and outdoor play areas.
- The inspector completed a joint observation with the manager in the larger playroom.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation, and checked evidence of suitability and qualifications of practitioners working with children. The inspector also viewed the provider's self-evaluation form and improvement plan.
- The inspector took account of parents' views spoken to on the day of the inspection.

Inspector

Catherine Greenwood

Full report

Information about the setting

Stoughton Pre-School is a privately owned provision. It registered in 2011 and operates from Stoughton Youth Centre in Stoughton Park, in Guildford, Surrey. Children have access to two large play rooms with direct access to an enclosed secure outdoor play area. The pre-school is near to schools and transport links. It is open each weekday, term time only, from 9am to 12noon. There is an optional lunch club available for children to attend from 12noon until 12.30pm, Monday to Friday. On a Monday and a Wednesday children can also attend from 13.30pm until 3.30pm. The pre-school receives funding to provide early education for children aged two, three and four. The pre-school is registered on the Early Years Register and supports children with special educational needs and/or disabilities. There are currently 55 children on roll in the early years age range. The pre-school employs seven staff, of whom six hold appropriate qualifications.

What the setting needs to do to improve further

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

- monitor staff practice more closely to support them to be more alert to the needs of children engaged in freely chosen play, allowing them to respond more promptly to minor behavioural issues
- offer more regular opportunities for children to experience physically challenging activities to develop their climbing skills and ability to negotiate space.

Inspection judgements

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

Staff successfully involve parents in children's care, learning and development. They talk to parents when children arrive each day and share information about children's individual needs. Parents are invited to attend regular consultation meetings with their children's key person and have access to their learning journey folders at any time. Parents sometimes take the learning journeys home and the manager has received good feedback from parents about how much they enjoy looking at them. Children make good progress and develop the skills they need for their future and starting school. They listen attentively to stories and enjoy using props related to stories, such as soft toy animals. Children develop a good range of vocabulary and are confident communicators. They learn new vocabulary as staff show interest in what they say and ask questions that encourage children to respond. Most children persist during activities and some show great interest in learning to write their name. As a result, they develop good pre-writing skills and have started to try and copy other familiar words.

Children develop good focus and control during activities, such as making cars travel down old drain pipes. They enjoy riding wheeled toys and develop their coordination during music and movement activities. Children sometimes have access to a slide and climbing frame that is shared, on a turn-taking basis, with other pre-schools under the same organisation. This means that there are not always opportunities for children to practise and further extend their ability to climb and negotiate space. This limits the physical challenge for the most coordinated and agile children.

Children develop good independence as they explore toy food and other resources in the home corner and pretend to cook. They show great interest in using accessible technology and quickly learn how to use it independently. Children ask for help when needed and show determination as they learn to use battery operated tablets and cameras, and play with old mobile phones. Staff make effective use of children's interests and next steps for learning to promote their development and meet their individual needs. They plan a varied range of activities that motivate most children during their play. There are good arrangements to support children with special educational needs and/or disabilities, including effective partnership with parents and other agencies. The pre-school manager works closely with parents, staff and the local authority to identify and reduce gaps in children's learning and development.

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

Children move smoothly between the pre-school and other early years provisions they attend because staff successfully meet their individual emotional needs. They work closely with parents to help children settle. Children are generally well behaved and form close attachments with staff and other children. Staff provide a positive role model as they communicate with children in a respectful way. As a result, some children talk with their friends in a very polite manner as they negotiate sharing the toys. However, staff sometimes miss minor behavioural incidents between children and do not always notice when some children drift and lose focus during their play. This is because they give priority to interacting with children individually and in small groups and do not always observe what is happening in other areas of the playrooms.

Staff organise snack time effectively, which successfully promotes children's independence and good health. Children eat well and enthusiastically help themselves to pieces of fresh fruit using serving tongs. They pour drinks of water or milk from small jugs and clear away their plates and cups when they have finished eating. Staff encourage parents to provide healthy items in children's packed lunches. Staff know children well and take appropriate action if they notice that they feel unwell.

Children show good independence as they use the broad range of accessible indoor play equipment. Staff plan activities that develop children's understanding of road safety. They draw roads, a petrol station and a zebra crossing on the ground in the outdoor play area. Children ride wheeled toys and learn to stop and go when instructed. Staff fully value children's individual identity and know them all well. They plan a good range of activities

to promote children's awareness of differences in society. For example, they invite parents from different cultural backgrounds to talk to the children, show them maps and talk about food and the weather in different countries. There are dressing up clothes, dolls, puzzles and books easily accessible that reflect positive images of diversity. Staff display words in different languages around the playrooms, such as Urdu and Polish. This encourages children who speak more than one language to use their home languages in their play.

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

All staff have had appropriate checks completed. Children's safety and security is well maintained. Staff risk assess the premises every day before children arrive. They make sure the kitchen door is kept closed at all times that children are present. This is due to its close proximity to the play area. Staff check the adjacent playing fields before children are taken on outings to ensure it is safe. The premises are secure and the front door is kept locked at all times. Staff use two-way radios to communicate with each other when children play outdoors. They work effectively as a team to ensure they are appropriately deployed. This means that children's play is not disrupted as staff take it in turns to supervise each play area.

Staff have a good knowledge and understanding of child protection procedures and know what action to take if they are concerned about a child's welfare. The role of leaders and managers are clearly established and they fully understand and meet the requirements of the Early Years Foundation Stage. The manager provides staff with a positive role model, particularly in relation to her good interaction with children and parents. She supports staff and parents well as special educational needs coordinator and takes action to initiate intervention from other agencies where children need support. The manager can clearly identify how the early years foundation degree she has recently completed has enabled her to reflect more closely on the provision to drive improvement.

Since the last inspection, some staff have attended additional training. One staff member has attended a course on effective key person approaches and attachment with children. Sharing her knowledge with her colleagues has resulted in all staff developing their understanding of how to successfully help children separate from their parents. Another member of staff, who is the deputy manager, is currently completing training specially aimed at supporting children's communication and language. As a result, she has introduced systems that have enabled staff to look more closely at children's language and expected levels of development. This has helped parents to become more involved in identifying any gaps in children's learning. The manager works alongside staff as part of the team. They regularly consult with her and share information about children's individual progress. As a result, staff revise activities to ensure they reflect children's learning needs, and children's progress is discussed and monitored. Most required policies and procedures are effectively implemented. Staff understand the procedures for managing children's behaviour and usually help them to understand the expectations for good behaviour. However, the manager does not always effectively monitor how well staff observe children

and respond to minor behavioural incidents.

The manager works closely with the pre-school owners, staff and parents to make ongoing improvements to the provision. As a result, the staff are now working more effectively as a team to promote good outcomes for children. There are clear action plans, which the manager monitors to ensure their implementation. For example, there is currently a plan to further promote boys pre-writing skills. The manager acts on suggestions made by parents. For example, in response to parent's requests, a termly newsletter is now sent out, via e-mail, with details of activities and events. Staff have developed their communication with other early years provision that children attend, which promotes continuity in their care, learning and development. Staff have also successfully developed their partnership with parents to involve them in children's learning.

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	EY435511
Local authority	Surrey
Inspection number	824079
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	33
Number of children on roll	55
Name of provider	Stoughton Preschool Limited
Date of previous inspection	17/04/2012
Telephone number	01483829883

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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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