

Minus Five Pre-School

The Pavillion, Victory Park, Addlestone, Surrey, KT15 2EW



Inspection date	13 April 2015
Previous inspection date	4 July 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The manager and staff team are passionate about their work and have a clear vision for the future of the pre-school. They have worked hard to make sustained improvements.
- The quality of teaching is good. Staff consistently take the children's lead when planning activities. They identify children's next steps for learning through precise and accurate assessment. This means that all children, including those who speak English as an additional language, make good progress in their learning and development.
- The staff have a strong relationship with parents. They use effective strategies to actively involve parents in their children's learning and development from the start. This helps to support children's progress in learning at the pre-school and at home.
- Children's behaviour is good. This is because staff promote children's independence and self-esteem very well through all learning.
- Staff have a good understanding of their safeguarding responsibilities and they regularly refresh their knowledge of safeguarding procedures. They supervise children vigilantly in the indoor and outdoor play areas keeping them safe.

It is not yet outstanding because:

- Strategies for staff supervision requires further development. Staff do not have opportunities to observe and evaluate each other's practice, to enhance their already good teaching skills even further, to enable all children to benefit from consistent teaching.
- Occasionally staff are too quick to offer solutions rather than letting children solve problems more independently.

What the setting needs to do to improve further

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

- strengthen staff supervision to support them to reflect on the quality of their teaching and the impact of this on children's learning
- enhance the support for children to learn to think for themselves by being careful not to offer suggestions too promptly.

Inspection activities

- The inspector took part in a joint observation and had a tour of the pre-school 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

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff know children very well and provide activities and experiences that support their interests and continued progress. For example, all children are eager to take part in making play dough. Staff make sure that they each have a turn to help with measuring and mixing the ingredients. Children's language and communication skills are developing well; they confidently chat to staff as they engage in play. Staff support children's mathematical development particularly well during daily activities. Children enjoy junk modelling and increase their awareness of shapes, colours, numbers and size. Staff work with parents to continue their children's learning at home really well. Children regularly take reading books home. As a result, children effectively develop the key skills they need for the next steps in their learning.

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

Staff give inclusion a high priority. They sensitively nurture children and value them highly as individuals. As a result, children learn to be accepting of each other's similarities and differences. They are happy and flourish in the child friendly environment. Staff and parents successfully work together to settle new children. As a result, children demonstrate self-confidence and excellent self-help skills. Children help staff prepare their healthy snacks. They learn how to chop the fruit, learning about personal safety and portion size. Staff substantially promote children's good health with many opportunities for physical play. They excitedly run around, energetically playing, and practise new skills with balls and hoops. Children enthusiastically take part in group activities. Staff use these opportunities to support children's social skills. For example, they actively learn to take turns and share as they thoroughly enjoy parachute games.

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

The committee works closely with the manager to make sure that they meet the requirements of the Early Years Foundation Stage. They support all staff to improve their practice through a wide range of professional development training. As a result of recent training on strategies for good child development, the staff have contributed to the evaluation of the provision. For example, they moved the literacy and construction areas. As a result, more children use the literacy table and they have more space to construct their own designs and to develop their creative and imaginative skills. The manager monitors the assessments staff make of children's development. She reviews any identified gaps or delays in children's learning to ensure all children make good progress. Staff work closely with other professionals to provide good support for children. They have established good links with teachers, which supports children's move to full-time school.

Setting details

Unique reference number	120127
Local authority	Surrey
Inspection number	836069
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	18
Number of children on roll	40
Name of provider	Minus Five Pre-School Committee
Date of previous inspection	4 July 2011
Telephone number	01932 820811

Minus Five Pre-school registered in 1992 and is committee owned. It operates from two rooms in the Pavilion in Victory Park, Addlestone. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four. The pre-school is open during term time from 9am to 12 noon, Monday to Friday. On Tuesdays, Wednesdays, Thursdays and Fridays they are also open from 12.25pm to 2.55pm. The pre-school employs five staff, all of whom hold appropriate early years qualifications at Level 3.

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