

Shalford Pre-School

Station Row, Shalford, Guildford, Surrey, GU4 8BY



Inspection date

13 April 2015

Previous inspection date

21 June 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The nominated person has not informed Ofsted of changes to the committee in a timely manner. Therefore, Ofsted has not been able to determine the suitability of newer committee members. This is a breach of the requirements of the Early Years Foundation Stage and the associated Childcare Register.
- Staff do not consistently encourage children's understanding of technology as not all opportunities to use technological resources are promoted.

It has the following strengths

- Staff form excellent relationships with children and, as a result, children develop strong attachments and feel safe and secure.
- Staff are highly supportive in developing children's independence and getting them ready for school.
- Partnerships with parents are nurtured and various methods to encourage parental involvement are deployed. As a result, parents share what they know about their children to provide continuity of care.
- Staff work cooperatively with other professionals to support interventions for children and to share appropriate information. Therefore, gaps in children's development are quickly identified and minimised and, as a result, children make excellent progress.
- The quality of teaching is of a consistently high standard. Staff ask children questions to encourage their critical thinking. Learning is monitored effectively and staff use planning to meet individual needs precisely, to support all children's progression.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- provide Ofsted, in a timely manner, with information needed to determine the suitability of committee members.

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

- enhance children's understanding of technology to further challenge their learning.

To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of changes of circumstance as soon as they can (no later than 14 working days after the change occurs) (compulsory part of the Childcare Register)
- inform Ofsted of changes of circumstance as soon as they can (no later than 14 working days after the change occurs) (voluntary part of the Childcare Register).

Inspection activities

- The inspector toured the areas of the premises children use.
- The inspector spoke to parents to gauge their views.
- The inspector carried out a joint observation with the nominated person.
- The inspector spoke to the nominated person and staff during the inspection, to determine their knowledge.
- The inspector sampled policies and documents.

Inspector

Sara Hope

Inspection findings

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

Staff provide highly challenging educational programmes that successfully support children's excellent progression across all areas of learning and development. Children enjoy socialising with others. They develop their physical skills well as they explore the indoor and outdoor environments. Staff develop children's language skills meticulously. They talk to children, use sign language, and gain information from parents about key words used at home to support children who learn multiple languages. This ensures that children make excellent progress in their language skills. Staff are enthusiastic and passionate about what children can achieve. They use children's interests, information from parents, and assessments to provide focused activities that develop and extend on existing skills. Parents state that they are happy with the level of involvement they have and with the service they receive.

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

Staff ensure that the premises are safe from hazards, however, the weaknesses in leadership and management have some impact on children's well-being and welfare. Children enjoy using their imaginations to dress up and make cakes out of play dough. Staff involve children in developing the rules. They remind children of these consistently and children behave well. Children pour drinks, collect their snack, wash their hands, and toilet with minimal staff support, depending on their age, needs and abilities. Staff provide healthy options for snack and promote exercise. Children enjoy games, action songs, climbing and steering cars. The environment is welcoming and well resourced. However, opportunities for children to extend their understanding of technology further are not always explored. Staff work with local schools. Teachers visit children and visits to schools helps children get used to new environments and change, in preparation for their future learning.

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

The nominated person, who is also the manager, is aware of her responsibilities with regards to children's learning and development. She carries out suitability checks on staff. However, she does not notify Ofsted of changes to the committee in a timely manner, as required. The impact of this breach is minimised as committee members do not have unsupervised access to children. The manager and staff are aware of the safeguarding procedures and understand what to do if they have a concern about a child's welfare. Staff evaluate practice and make changes that promote better outcomes for children. Parents' and children's views are used effectively to make changes and to plan activities. Staff attend meetings and are mentored sufficiently. They attend training to enhance their knowledge and skills, and cascade this within the team to improve the overall service.

Setting details

Unique reference number	EY233158
Local authority	Surrey
Inspection number	826419
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	56
Name of provider	Shalford Pre-School Limited
Date of previous inspection	21 June 2010
Telephone number	01483 452500

Shalford Pre-School registered in 2002. It is located in Shalford, Surrey. It opens Monday to Friday between 9am and 3pm, and on Friday mornings from 9am to 12noon in autumn and winter terms. It operates term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four. A total of six members of staff are employed to work with children. One staff member holds Qualified Teacher Status and the remaining five staff hold relevant childcare qualifications between level 3 and level 6.

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.

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