

# Little Grove Pre-School

c/o Hall Grove School, London Road, Bagshot, Surrey, GU19 5HZ



## Inspection date

19 May 2015

## Previous inspection date

18 June 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	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		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Children flourish during their time in the setting because staff reflect on the different ways that they learn, and teach and inspire them accordingly. Children are enthusiastic to explore, learn and think through challenges. They make excellent progress in all areas of learning and development.
- Leaders have an amazing capacity to praise children for tiny achievements in their personal, social and emotional growth. Consequently, staff and parents are more alert to the powerful impact of raising children's self-esteem on their sense of self-worth and their confidence to tackle new ventures.
- The manager has a thorough understanding of her role in meeting the safeguarding and welfare requirements. She ensures that her staff use effective policies and procedures to support children's health, safety and well-being on a daily basis.
- Staff give the highest priority to the safety of children in their care and nurture their growing understanding of how to keep themselves safe and healthy.
- Children measure, investigate and marvel at the natural world as they make regular trips to the woodland area. They strengthen and challenge their physical skills as they dig, climb, balance and negotiate obstacles.
- A very strong ethos of self-evaluation runs throughout the setting and informs the team's priorities for improvement. This enables staff to identify specific, challenging targets for improvement to raise standards and outcomes for children.
- Staff work flexibly around family commitments to ensure parents know what has caught their child's enthusiasm during the day. This helps parents and carers to carry through their children's learning at home and elsewhere.

## What the setting needs to do to improve further

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

- enhance the excellent educational programme further by supporting all staff to become equally confident in using storytelling and drama to link children's imaginative play with opportunities to talk through and act out their ideas in a group.

### Inspection activities

- The inspector observed a wide range of activities across all areas of the pre-school and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding, staffing, supervision, risk assessment, equal opportunities, and health and safety, and checked a selection of other policies.
- The inspector sampled a range of children's records, the pre-school's systems for planning, evaluation, and exchanging information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with the leadership team and conducted a joint observation with the supervisor.

### Inspector

Helen Robinshaw

## Inspection findings

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

Exciting activities capture children's attention, motivate them to enquire and provide the basis for further questioning, problem solving and creative thinking. For example, staff use children's enthusiasm for aeroplanes and exciting events around the world to broaden their knowledge of flight, destinations and technology. Children tell staff about the drawings, letters and numbers they have written on their paper aeroplanes. Staff are quick to celebrate every child's achievements, be they colouring, writing the number two or knowing how to read 100,062. Parents feel welcome to contribute what they can, as they raise funds for new sports equipment, or explain their role as a pilot, cabin crew, dentist or new parent. Many staff are highly skilled in helping children to make links between everyday life and their imaginative play, encouraging them to think through their ideas to tell a story. Others are slightly less confident in engaging young children in acting out story lines to express their ideas.

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

Parents speak highly of the staff; their sensitivity in caring for each child and the way they promote positive behaviour among the children. Young children settle in quickly and confidently, turning to any member of the team for reassurance. Older children think through what makes them a good friend who shows kindness to others. Staff use songs and rhymes to help children understand and remember daily courtesies and to prepare children socially and emotionally for their move to school. Staff build on children's enthusiasm for a hospital role play area to teach them about good hygiene, healthy eating and keeping their bodies fit. They help children really understand the importance of eating healthy vegetables through hands-on garden projects and food preparation. Staff also ensure that children enjoy plenty of time out in the fresh air, as they vary equipment in their outdoor play area. All staff give excellent attention to maintaining children's safety.

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

Exceptional leadership underpins a long track record in providing small children with an outstanding foundation for all future learning. Exemplary partnerships with local authority services drive forward innovative projects to evaluate the quality of the pre-school and staff's impact on children's progress. Children thrive as they choose between plentiful, high-quality learning experiences. Staff identify children's individual needs quickly and enrich their learning so that all children make the best possible progress given their starting points. All regular staff are qualified early years practitioners, but it is their commitment to raising standards across the pre-school through improving their own skills, that makes them inspiring teachers. Highly professional management, supervision and training ensure that staff fulfil all of the safeguarding and welfare, and the learning and development requirements of the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY306306
<b>Local authority</b>	Surrey
<b>Inspection number</b>	993915
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Village Pre-Schools Ltd.
<b>Date of previous inspection</b>	18 June 2012
<b>Telephone number</b>	01276 473 434

Little Grove Pre-School registered in 2000. It is situated in Bagshot, in Surrey. The pre-school is open each weekday, from 8.30am until 3.40pm, during term times. During some school holidays, a holiday camp is also offered, running from 9am to 1pm. The pre-school provides free early education for children aged three and four. The pre-school employs 13 members of staff, 11 of whom hold relevant qualifications at level 3 to level 6.

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