

Tandridge Village Pre-School



Tandridge Village Hall, Tandridge, Surrey, RH8 9NN

Inspection date

8 July 2015

Previous inspection date

13 September 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		Good	2
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

- Staff closely observe children and accurately assess their learning. They identify and plan next steps in learning for individual children. As a result, all children, including those with additional needs, make good progress.
- Relationships with parents are strong. Staff regularly inform parents of their children's progress. They share ideas with parents to support children's learning at home.
- Staff help children to become increasingly independent. They encourage them to make choices about what to play and to persevere with activities. Children learn to be resilient. They become self-motivated in their learning and develop high self-esteem.
- Staff support children with additional needs well. They work in partnership with other professionals to identify children's needs and support their learning and development.
- Staff work closely with other settings that children attend or are moving to, including schools. This helps to provide continuity for children in their learning.
- Managers work closely with staff and parents to evaluate the effectiveness of the pre-school. This helps them identify and make improvements.

It is not yet outstanding because:

- Overall, staff promote children's developing literacy skills well. However, some staff miss opportunities to model letter sounds for children. As a result, children do not make as much progress as possible as they learn to link sounds to letters.
- Staff plan interesting activities that support children's learning. Occasionally, however, they do not adapt activities sufficiently to meet the individual needs of children fully.

What the setting needs to do to improve further

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

- provide further opportunities for children to develop their knowledge of letter sounds through planned and everyday activities
- improve the evaluation of the effectiveness of planned activities to ensure all children make the best progress possible in their learning.

Inspection activities

- The inspector observed children and staff during play and everyday activities.
- The inspector spoke to parents and children and took account of their views.
- The inspector spoke to staff about their practice.
- The inspector met with managers and the provider and took account of their views.
- The inspector examined a range of documentation, including staff and children's records, policies and procedures.

Inspector

Lucy Newman

Inspection findings

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

The quality of teaching is good. Staff support children to develop the key skills they need for the future, including school. They use their knowledge of children's interests to plan stimulating activities. As a result, children are confident and motivated to learn. Staff play alongside children, talking with them to support their language development. They introduce mathematical learning through songs and activities, such as sand play. Children enjoy craft activities and develop their imaginations through role play. Children particularly enjoy learning in the outdoor environment. Staff support them to think creatively and problem solve as they work together to make shelters for woodland animals using twigs and leaves. They hunt for insects under logs, play hide-and-seek and challenge themselves to climb trees and swing along branches. Staff skilfully balance the need to keep children safe while teaching them to manage risks for themselves.

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

Staff provide toys and resources that reflect children's home lives and help them learn about people in the wider community. They plan activities that reflect children's interests. As a result, children feel valued. Staff meet children's emotional needs well. They treat children with respect and acknowledge their feelings. There is an effective settling-in system for new children. Staff praise children for positive behaviour, such as sharing and being kind. Consequently, children understand what staff expect of them and behaviour is good. Children learn about healthy eating as they help staff prepare fruits, vegetables and toast for snack. Staff encourage children to explore and be active. This promotes children's physical well-being.

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

The provider and managers have a good understanding of the Early Years Foundation Stage. They implement the requirements through comprehensive policies and procedures, shared with parents and staff. Staff undertake regular child protection training. They are able to identify potential concerns quickly and know the correct procedures to follow. Managers regularly meet with staff to effectively monitor children's progress and identify areas for improvement. Consequently, children make good progress in all areas of learning. Managers provide regular supervision for staff to help them reflect on and improve their practice. The well-qualified staff team attends regular training to strengthen their professional development and knowledge. For instance, following recent training, staff improved the book corner by incorporating comics, soft toys and picture prompts. As a result, children use this area more and act out familiar stories in their play.

Setting details

Unique reference number	122727
Local authority	Surrey
Inspection number	840430
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	51
Name of provider	Tandridge Village Pre-School Committee
Date of previous inspection	13 September 2011
Telephone number	07900474654

Tandridge Village Pre-School registered in 1992 and is in Tandridge, near Oxted, Surrey. The pre-school is open during school term times on Tuesdays and Fridays from 9am to 1pm, and Wednesdays and Thursdays from 9am to 3.15pm. The pre-school receives funding for the provision of free early years education for children aged two-, three- and four-years-old. There is a team of seven staff, all of whom hold relevant childcare qualifications at level 3.

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