

Young World Pre-School

Scout Headquarters, 121 High Street, Horsell, Woking, Surrey, GU21 4SS



Inspection date

23 June 2015

Previous inspection date

25 June 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
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:

- At times, the daily routine is too structured and formal. This means children have less time to play creatively and learn by doing things themselves.
- The procedures for checking that children are learning and making progress are disjointed. Although staff regularly check children's progress, they do not assess children's skills when they start at the pre-school quickly enough.
- Some staff are better at teaching children than others. On occasions, staff tend to supervise children's play, rather than support and extend their learning.
- The new gate on the outside area has not yet been made secure. This means a staff member has to stand by the gate at all times to ensure children's safety. As a result, not all staff are able to actively engage with children outside and promote learning.
- The snack time routine is not planned sufficiently well to encourage children's independence. Although children are encouraged to bring healthy snacks, the provision of juice for children to drink does not support children's healthy development.

It has the following strengths

- Children arrive at the pre-school enthusiastically. They clearly enjoy their morning and make friends easily with the other children. Warm relationships are built with staff.
- Parents are very happy with the pre-school. One parent summarised her feelings by saying, 'Children always come out smiling' and this was seen on the day of inspection.

What the setting needs to do to improve further

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

- develop a robust system to ensure that children's development is clearly recorded as soon as possible after children start at the pre-school and use this information to identify and plan for their future learning needs
- make better use of the daily routine to allow children increased time to explore, experiment and show sustained interest and engagement in their learning
- improve the quality of teaching overall to ensure staff use all opportunities for children to initiate their own learning and to build on children's own creativity and interests
- improve the security arrangements in the outside area to ensure children can play outside safely and staff can be more freely deployed to support children's learning.

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

- review the arrangements for snack time to encourage children to be more independent by pouring their own drinks and benefiting from healthy options.

Inspection activities

- The inspector observed the provision for children's learning both inside and outside.
- The inspector talked to staff about how they plan for children's individual learning needs and how they measure children's progress.
- The inspector carried out a joint observation to assess the quality of teaching with the pre-school manager.
- The inspector talked to children and observed them in their play and learning.
- The inspector looked at a range of documentation, including children's learning records, staff training files, records of staff checks, safeguarding policies and first aid certificates.
- The inspector talked to parents available on the day of inspection and took their views of the pre-school into account.

Inspector

Jo Caswell HMI

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff are long-serving and are committed to providing children with a good start ready for school. However, the daily routine has not been reviewed to support children's learning. Children's play and creativity is often interrupted when they have to sit together for group times. During these sessions, children sit in rows and respond to a staff member's questions. Although they behave very well, the learning is too formal, and sometimes provides limited challenge. For example, children record the weather, day, month, year and season on a daily basis, offering limited variation. The younger children find some of these sessions challenging when they have to sit and listen for too long. Good use is now being made of the outside area and children enjoy the new opportunities to play outside. However, at times, staff are seen to supervise children, rather than engage with children by planning activities which capture children's interests in learning. Systems are in place to monitor children's progress. Staff identify next steps in children's learning and these are linked to some planned activities. However, staff wait too long after children start at the pre-school to assess children's development. This means it is harder for the pre-school to demonstrate the good levels of progress all children make.

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

Children behave well and are kind to one another. Staff encourage good manners and mainly support children's developing independence skills. Although children pour their own drinks at the water station, staff pour drinks at snack time. This does not encourage children's independence. Children take themselves to the toilet and wash their hands and begin to take care of their own needs. This helps them to develop the skills they need for starting school. Although parents are encouraged to provide healthy snacks, the pre-school does not support this fully by offering children juice to drink. The new premises are clean, safe and secure inside. However, the hall's owners have not yet made the garden gate fully secure. Staff manage this well by ensuring a staff member is always positioned by the gate to stop any child opening it. However, this then detracts from the level of interaction staff can have with children.

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

Staff have worked together to make improvements since the last inspection. A new system has been introduced to provide supervision meetings and appraisals for staff. Over the last year, staff recruitment has been an issue and the move to the new premises has slowed down improvements. Some staff lack up-to-date knowledge of early years learning and the importance of planning activities around children's skills and interests. As a result, the quality of teaching is variable. All staff have a secure understanding of what to do if they have any concerns about a child. The pre-school owner has built long-standing relationships with the village school. Appropriate arrangements are in place to exchange information about children's different learning needs. Partnerships with parents and carers are good. Parents confirm how happy they are with the progress children make.

Setting details

Unique reference number	120330
Local authority	Surrey
Inspection number	1007604
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	32
Name of provider	Susan Bullard
Date of previous inspection	25 June 2014
Telephone number	07774942627

Young World Pre-School has been registered since 1992. It operates from one room of the scout headquarters building in the Horsell area of Woking, Surrey. All children have access to an enclosed outside play area. The pre-school is open from 9.15am to 12.15pm, Monday to Friday, during term time only. It is registered on the Early Years Register. There are currently 36 children in the early years age range on roll. The pre-school accepts funding for the provision of free early years education for children aged three and four years. A team of five staff work with the children. Of these, three hold early years qualifications.

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