

Addlestone Pre-School

Ongar Place First School, Milton Road, Addlestone, Surrey, KT15 1NY



Inspection date

23 September 2015

Previous inspection date

3 July 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Teaching is vibrant, engaging and tailored to meet children's individual needs.
- The manager and the chairperson for the parent committee are qualified in leadership and management in addition to early years practice. Leadership is very strong with shared aims for development. They are ably supported by highly skilled and experienced staff.
- Highly effective settling-in procedures ensure staff know children's individual care needs. Children quickly settle and develop a strong sense of belonging.
- Staff share thorough and accurate assessments of children's progress with their parents. This helps adults to link and extend children's interests and achievements at home and in the pre-school to enhance their learning.
- Children learn about the diversity of animals, people and places, for example, as they act out favourite stories and link them with the world around them. Staff use excellent visual aids, storytelling and toys to help promote children's understanding and desire to explore ideas further in their play.
- Staff work exceptionally well with outside agencies, including the local schools. Parents are extremely complimentary with regard to the support they receive from staff, especially as they help to identify and support disabled children and those who have special educational needs.
- The leadership team works efficiently with the parent committee as they continue to improve the pre-school. Current planning focuses on replacing the existing building and prioritising their aims for children's physical development in the outdoor space.

What the setting needs to do to improve further

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

- restore opportunities for children to learn to pedal bicycles and to nurture living things.

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 manager and her deputy. They observed and discussed the effectiveness of staff practice through a series of brief joint observations.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager leads an experienced and highly capable team of staff who use their knowledge and skills very effectively. They work with the parent committee to continually improve services for children, such as the restoration of the outdoor area. Children flourish as staff provide wonderful learning opportunities across all areas of the pre-school. Precise evaluation, clear planning and thoughtful supervision enable leaders to sustain an outstanding setting. Staff stay up to date with best practice through forums, training and personal research. Teaching and care are highly effective and children make excellent progress given their starting points. Staff diligently use risk assessments to ensure children play with suitable toys and resources in the safest environment possible. Safeguarding is effective. Staff know how to respond to concerns about any aspects of a child's welfare.

Quality of teaching, learning and assessment is outstanding

The quality of teaching is exceptional. Staff know exactly how to encourage each child's play and enhance their learning. They get to know children exceedingly well as they meet regularly to review and share children's next steps in learning. Staff build on children's interests and imaginations with small challenges that take their thinking to the next level. Consequently, children explore their own ideas further, tackle new ways of doing things and take pride in their achievements. Clear charting of children's development ensures staff know how much progress children make from their starting points. Highly effective partnerships between staff, parents and outside agencies ensure children's individual needs are quickly identified and extremely well met. All children reach their full potential despite gaps, delays or extreme challenges in their learning.

Personal development, behaviour and welfare are outstanding

Children are happy in their play and secure in their relationships with staff. Attractive, accessible resources engage children in play, exploration and discovery. Children confidently experiment with new ideas, create imaginary worlds and construct their own designs. The outdoor area has a wonderful pirate ship that sparks children's imaginative play while giving plenty of opportunities to climb. However, learning how to pedal bicycles is tricky due to the limited space. The gardening area was lost in a recent fire. Staff and children miss searching for minibeasts and the rich learning experiences that go with sowing and nurturing vegetables. Staff help children link in with their community through outings and celebrations such as harvest festivals. Children listen to favourite nursery rhymes in other languages as their friends share the benefits of learning two languages.

Outcomes for children are outstanding

All children, including those with additional needs, develop the skills they need to make the most of the next stages in their learning, including school.

Setting details

Unique reference number	160624
Local authority	Surrey
Inspection number	985221
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	39
Name of provider	Addlestone Pre-School Committee
Date of previous inspection	3 July 2009
Telephone number	01932 851744

Addlestone Pre-School registered in 1986. The pre-school is based in its own premises, which are situated in the grounds of Ongar Place Junior School, in Addlestone, Surrey. The pre-school is open each weekday during term time, from 9am until 3pm, except on Fridays when it closes at 12 noon. The pre-school is in receipt of funding for the provision of free early education for children aged two, three, and four years. There are six members of staff, four of whom hold relevant qualifications at level 3.

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