

Capel Pre-School and Out of School Club

89b The Street, Capel, Dorking, Surrey, RH5 5JX



Inspection date

13 October 2015

Previous inspection date

23 September 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provision is led and managed well. The manager oversees the safe and effective management of the setting and works closely with staff to improve practice by, for example, implementing an effective professional development programme for all staff.
- The quality of teaching is good and children make good progress in their learning.
- Staff form close bonds with all the children. Children are settled, happy and motivated to learn. They behave well and show kindness and consideration to others.
- Children receive good quality nurturing care. Their good health is fostered by staff, for example, by encouraging children to follow effective hygiene routines for toileting and hand washing.
- The manager and staff have positive partnerships with parents and others involved in children's care. Good two-way communication takes place. Useful information is shared and parents are actively encouraged to contribute to the tailored care and education programmes for their children.
- Children learn to adopt healthy lifestyles. For example, daily cooking activities give the children an insight into how to prepare and make a variety of different foods, and children gain awareness of what foods are good for them.

It is not yet outstanding because:

- Although assessments of children's achievements are accurate overall, they are not done frequently to help ensure that any gaps in learning or aspects that children are excelling in are highlighted at the earliest opportunity.

What the setting needs to do to improve further

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

- improve further the use of assessments to more quickly identify any gaps in children's learning or where children are excelling and need to be offered greater challenge to aid their future development.

Inspection activities

- The inspector toured the inside and outside of the setting observing the quality of resources and teaching, and the impact these have on children's learning.
- The inspector sampled relevant documentation used.
- The inspector held a discussion with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector had some discussions with parents to gain their views about the setting and their children's experiences.

Inspector

Claire Watson

Inspection findings

Effectiveness of the leadership and management is good

The quality of provision at the setting is constantly being improved through use of effective self-evaluation. The manager takes account of the views of parents, staff and children to help implement an effective programme of development. Children's progress towards their early learning goals is supported well by a broad curriculum that incorporates exciting and interesting activities and experiences. Good partnerships with external agencies help to ensure that children's individual needs are met. Safeguarding is effective. The manager works with staff to maintain a safe play environment and ensures staff know how to respond to any concerns about a child's well-being.

Quality of teaching, learning and assessment is good

Staff are deployed effectively to support children in their play. While they encourage children to play independently, they are on hand to offer appropriate support as needed and to extend their learning. They routinely ask children what they like to do and build on their interests. Staff have a good knowledge of how children learn and they concentrate on their personal, social and emotional development along with physical, communication and language skills with the younger children. Children are well prepared for moving on to school and gain valuable experiences in literacy and mathematical development. Children experience visits outside of the setting to enhance those they have in the setting. For example they visit the local school and shops, and explore local natural environments.

Personal development, behaviour and welfare are good

All staff model positive behaviour and language and have high expectations of the children's behaviour. They help children to play harmoniously and to respect one another's differences. The older children are always willing to help the younger children and show them how to do things. Children enter the setting happily and are keen to explore independently and have a go at exciting activities. They are motivated and enjoy playing with their friends. The key-person system works well, enabling staff to get to know the children and their families well.

Outcomes for children are good

Children make good progress from their starting points on entry to the setting and gain the skills they will need in their future learning and school. Children who are learning English as an additional language are supported well in their communication and language development.

Setting details

Unique reference number	EY340155
Local authority	Surrey
Inspection number	828364
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	26
Name of provider	Capel Pre-School Committee
Date of previous inspection	23 September 2010
Telephone number	01306 712717

Capel Pre-School and Out of School Club was registered in 2006. It is situated in the rural village of Capel, Surrey, in the grounds of the local infant school with which it has close ties. The setting operates Monday to Friday from 7.45am until 5pm. The setting receives funding for the provision of free early education for children aged two and three years. There are six staff, of whom four have appropriate qualifications at level 3 or above.

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