

# Young Explorers Pre-School



St Francis Annexe, Onslow Crescent, Woking, Surrey. GU22 7AX

<b>Inspection date</b>	11 December 2015
Previous inspection date	4 February 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children thoroughly enjoy their time at pre-school. They benefit from a wide range of high quality learning experiences both inside and outside. Staff play alongside children and support their learning well.
- Staff are very caring and attentive towards the children. They have a good understanding of each child's personal needs. As a result, children benefit from warm relationships and this helps them to settle quickly and to feel emotionally secure.
- Children make good progress in their learning and development. Effective support is provided for children who speak English as an additional language, and those who require extra help with their learning. This means any gaps in the progress children make close quickly and all children develop the skills they need for starting school.
- The quality of teaching is good. Staff are well-trained and benefit from strong support from the pre-school manager and senior leaders.
- Parents are very happy with the pre-school and praise the staff highly. One parent told inspectors, 'I fell in love with the place, as soon as I saw it - the staff are amazing.'

### It is not yet outstanding because:

- Very occasionally during the daily routine, children's learning is interrupted due to planned large group activities.
- Staff do not always make the best use of play activities to help children practise early writing skills.

## What the setting needs to do to improve further

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

- review the organisation of large group times to ensure that interruptions to children's learning are kept to a minimum
- make better use of play activities to support children's early writing skills.

### Inspection activities

- The inspector observed the quality of teaching and support for children's learning, both inside and outside.
- The inspector talked to staff about how they plan for children's individual learning needs, especially around how they meet children's personal care routines, how they support children's development and how they monitor the progress children make.
- The inspector carried out a joint observation with the pre-school manager, who is also the owner of the setting.
- The inspector talked to the children and asked them what they enjoyed doing at pre-school.
- The inspector looked at a range of documentation, including records of children's care routines, staff training files, development plans and the pre-school's procedures for monitoring practice.
- The inspector talked to the pre-school owner about how she monitors staff practice, how she responds to parents' requests and how she reviews the provision to make improvements.

### Inspector

Jo Caswell HMI

## Inspection findings

### Effectiveness of the leadership and management is good

The pre-school owner leads a dedicated and highly committed team of staff. Practice is consistently good as systems are in place to continually review the provision and reflect on standards. Detailed quality assurance procedures and external audit checks help staff to enhance the physical environment and the support for children's learning. Regular meetings and training sessions ensure that staff have the necessary skills to deliver good or better practice. Safeguarding arrangements are effective. Relevant systems are in place to ensure that staff know what to do if they have any concerns about children. Regular updates are provided to help staff understand revised guidance. Partnerships with parents, schools, external agencies and other early years settings are good. 'Morgan' (the pre-school's toy) is used regularly to develop links between pre-school and the children's homes, as is the Young Explorers lending library. As a result, parents and carers are fully engaged in their children's learning and development.

### Quality of teaching, learning and assessment is good

Children develop very positive attitudes towards learning as staff provide fun, purposeful and practical activities. Resources are plentiful and offer children space to move around easily and benefit from all areas of learning. For example, large blocks and cardboard boxes enable children to play creatively as they build models and construct familiar scenes. The outside 'workshop' and 'reading dens' are thoughtfully presented and encourage children to be imaginative, develop their language skills and foster a love of books and stories. Staff extend children's learning and development well. For example, they offer children plenty of individual attention and clearly understand each child's likes and dislikes and preferred styles of learning. Small group work with highly trained staff means that children who need additional support, such as those who are learning English as another language, receive good amounts of attention. As a result, children make very good progress in their speaking and listening skills.

### Personal development, behaviour and welfare are good

Children behave very well and consistently show kindness, care and respect to one another. The multi-cultural backgrounds of all children, staff and families are widely celebrated and acknowledged. The inclusive nature of the pre-school means that every child is valued. Photographs of children are readily displayed and children show a real sense of belonging. 'Wow moments' shared from home mean children, staff and parents celebrate children's achievements and this promotes their self-confidence well. Links with schools mean children are well-prepared for starting school and their future learning.

### Outcomes for children are good

Good teaching means children develop the skills they need for learning. For example, they listen well; they develop good communication skills and are very independent. Detailed systems for checking how well all children learn are in place. Leaders monitor this closely to ensure that every child, and groups of children, achieve well and any gaps in children's learning are rapidly closed.

## Setting details

<b>Unique reference number</b>	EY448656
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1030928
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Young Explorers Pre-School Ltd
<b>Date of previous inspection</b>	4 February 2013
<b>Telephone number</b>	01483 730052

Young Explorers Pre-School Limited registered in 2012. It has sole use of premises located in the grounds of St Dunstan's Catholic Primary School in Woking, Surrey. The provision is registered on the Early Years Register and also on the compulsory part of the Childcare Register. Extended day care is provided for pupils of the school aged up to eight years. The breakfast club operates between 7.45am to 8.40am and the after school club from 3.15pm to 6pm during term time only. Pre-school sessions operate daily during term time between 8.45am until 11.45am and from 12.15pm until 3.15pm. Pre-school children can stay all day and attend lunch club from 11.45am to 12.15pm. The pre-school currently has 41 children on roll. Children aged three and four years receive funding for the provision of free early education. The provision supports children with special educational needs and/or disabilities, and those who speak English as an additional language. In total, 11 staff work directly with the children. Of these, 10 hold early years qualifications.

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