

# Shalford Pre-School

Station Row, Shalford, Guildford, Surrey, GU4 8BY



<b>Inspection date</b>	22 February 2016
Previous inspection date	13 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 newly appointed manager is highly committed to driving improvement. Since the last inspection, she has worked closely with the pre-school committee, for example, to meet statutory requirements and implement other initiatives that, overall, continuously improve children's care and learning.
- Children make good progress in their learning. Staff have high expectations of all children based on accurate assessment of their skills, knowledge and understanding when they join the pre-school. Children develop the skills they need to communicate effectively, including children learning English as an additional language.
- Children are well behaved, happy and settled, and enjoy being at the pre-school. Staff fully support and develop children's self-confidence, independence and imagination effectively.
- Staff strive to involve parents and the local school in children's learning and development to promote continuity successfully. Parents speak highly about the good-quality care and education their children receive.

### It is not yet outstanding because:

- Staff do not always adapt teaching practice during adult-led activities to promote all children's involvement and concentration.
- Staff do not consider ways to strengthen children's early reading and writing skills to challenge them further when opportunities arise.

## What the setting needs to do to improve further

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

- review and improve the organisation of large-group activities to promote all children's involvement and concentration
- strengthen children's early reading and writing skills.

### Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector completed a joint observation with the manager in one of the two rooms used for children's indoor play.
- The inspector talked with staff, children, the chair of the committee and the manager at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation.
- The inspector took account of parents' views spoken to on the day of the inspection and from documentation.

### Inspector

Catherine Greenwood

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager provides staff with training to ensure they all have a good understanding of child protection procedures. The well-qualified and experienced staff team confidently promotes children's learning and development. The manager coaches staff to improve teaching practice. For example, staff have improved children's skills in using technology. The manager has strengthened the monitoring of children's progress to provide accurate assessment of their development. Staff have used funding to reduce gaps in children's mathematical development effectively. The manager fully supports staff to promote their professional development. For example, they use knowledge gained from 'ready, teddy, cook' workshops, to enhance children's creative skills.

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

Staff ask questions that challenge children to think, respond and share their ideas. They inspire children through their positive interaction and receptive approach to their ideas. Staff promote children's understanding of the world effectively. For example, they take children on nature walks and to the local library to choose books and listen to stories. Staff plan a good range of activities that promote children's exploration and enjoyment of the natural world. For example, they help children learn how to plant flowers in the nursery garden as part of an annual local community competition.

### Personal development, behaviour and welfare are good

Children form close emotional attachments with staff and very close friendships with other children. Staff encourage children to do things for themselves successfully. For instance, children learn to serve themselves at snack time and put on their coats before playing outdoors. Staff promote children's well-being effectively. They provide opportunities for children to play outdoors all year round. Children energetically and skilfully ride wheeled toys. Staff promote children's positive sense of identity effectively, for example, by displaying their photographs with information about countries their family originate from on a large map of the world.

### Outcomes for children are good

Children develop the key skills needed for starting school. For example, they listen attentively and communicate confidently during large group activities, such as 'show and tell'. Children are motivated and use the good resources with enthusiasm. For example, they persist to achieve their aims while using cutters, scissors and other tools to manipulate modelling dough. Children learn how to take care of living creatures; for instance, they make bird feeders for the outdoor play area. Children are imaginative and enjoy dressing up as super heroes. They develop good social skills and work together cooperatively, for example, to carry large containers of toys while tidying up.

## Setting details

<b>Unique reference number</b>	EY233158
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1012643
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Shalford Pre-School Limited
<b>Date of previous inspection</b>	13 April 2015
<b>Telephone number</b>	01483 452500

Shalford Pre-School registered in 2002. It is located in Shalford, Surrey. It opens Monday to Friday, from 9am to 3pm, during term time. The pre-school receives funding for the provision of free early education to children aged two, three and four years. It also receives early years pupil premium funding. Six members of staff are employed to work with children; of whom, one holds a Qualified Teacher Status and five hold relevant childcare qualifications between level 3 and level 6.

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