

Young World Pre-School

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



Inspection date

23 May 2016

Previous inspection date

23 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 manager regularly monitors children's progress to identify gaps in children's learning. She allocates staff to provide support to help children catch up. Children make good progress from their starting points.
- Children behave well and are happy and settled. Staff respond quickly to children's emotional needs. Children feel secure and develop positive well-being.
- Staff organise the environment well and children benefit from the experiences indoors and outdoors. They choose from a wide range of exciting activities that motivate them and ignite their imagination.
- The manager and staff have a clear commitment to ongoing development of the pre-school. They review and evaluate their practice and make changes to improve learning experiences for children.

It is not yet outstanding because:

- Staff do not routinely gather information from parents about what their children achieve at home, to help plan more precisely for their next steps in learning.
- Staff do not consistently share information about children's learning with other settings they attend, to help provide consistency in their care and learning.

What the setting needs to do to improve further

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

- involve parents more fully in sharing information on their children's development, to help plan more effectively for each child
- extend the partnerships with other early years settings children attend to help support continuity in their care and learning.

Inspection activities

- The inspector held discussions with parents.
- The inspector held discussions with the manager and staff.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of documentation, including records of children's learning and staff suitability checks.
- The inspector observed the quality of teaching and learning.

Inspector

Claire Boparai

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures that staff have a good understanding of how to protect children's welfare and of the procedure to follow if they have any concerns. The manager monitors staff practice and encourages their professional development. For example, training has helped staff to use children's interests to build on their communication and language skills more effectively. The manager and staff reflect on their practice and work with other professionals to make improvements. For example, they have improved the safety of the outside area, and the manager deploys staff more effectively to extend children's learning as they explore and investigate outdoors.

Quality of teaching, learning and assessment is good

Staff organise a good range of interesting play activities. They provide positive interaction and skilfully motivate children to learn. For example, they help children to negotiate space and work together as a team when they play football. Staff ask children questions effectively, giving them time to think and respond with their own ideas. They encourage children to make decisions about their play and use their imaginations. For example, children add dinosaurs to some soil to make a dinosaur island. Staff model language and introduce new words, such as 'spine' and 'spikes', helping to develop children's vocabulary. They provide enjoyable activities to help children solve problems, for instance, they estimate what will float or sink in water and debate how to catch a spider.

Personal development, behaviour and welfare are good

Staff are good role models and provide children with consistent support and guidance. They set clear boundaries for children to follow and teach them to play cooperatively. Staff help children to develop confidence and self-esteem. They value children's contributions, actively listen to their views and opinions, and celebrate their efforts and achievements. Staff teach children to manage their own hygiene and they help them learn how to live a healthy lifestyle. They encourage children to be independent and to take responsibility, such as preparing their snacks and putting on clothes for outside play.

Outcomes for children are good

Children enjoy their time at the pre-school. They are independent, confident and motivated to learn. They make decisions about where and how they want to play. Children who prefer to learn outside enjoy learning about number, size and capacity. For example, they order jugs by size, count how many small jugs of water fill the largest jug and calculate that the small jug is half the size of the larger one. Children develop early reading skills. For example, children listen to interactive stories that capture their attention and encourage their speaking and listening skills. They learn a range of skills that prepare them for the next stages in their learning and education.

Setting details

Unique reference number	120330
Local authority	Surrey
Inspection number	1021683
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	30
Name of registered person	Susan Jacqueline Bullard
Registered person unique reference number	RP907914
Date of previous inspection	23 June 2015
Telephone number	07774942627

Young World Pre-School registered in 1992. It is located in the Horsell area of Woking, Surrey. The pre-school is open from 9.15am to 12.15pm, Monday to Friday, during term time only. A team of four staff work with the children. Of these, two staff hold an early years qualification at level 3 and one holds an early years qualification at level 2.

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