

Challengers Guildford

Stoke Park, London Road, Guildford, Surrey, GU1 1TU



Inspection date	29 June 2016
Previous inspection date	13 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- This unique provision is led by a strong and dedicated management team who are passionate about the inclusion of every child and celebrating their differences.
- Effective systems have been developed to support children who have special educational needs or disabilities with their learning. Partnerships with other professionals and parents ensure children receive the help that is required for them to achieve well.
- Staff have an excellent knowledge of children's interests and family situations which enables them to provide tailored care and learning opportunities. As a result, children are fully supported and emotionally prepared for the next stage in their learning.
- Parents speak highly of the care and learning their children receive. They value the relationships that they and their children have developed with the staff team.
- The quality of teaching is consistently good. Staff have high expectations of what each child can do. Consequently, children make good progress.

It is not yet outstanding because:

- Staff recognise that they are not yet monitoring the progress made by different groups of children in the pre-school, to ensure they are doing as well as their peers.

What the setting needs to do to improve further

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

- introduce systems to monitor the progress made by different groups of children in order to identify and close any differences in achievement.

Inspection activities

- The inspector held meetings with the pre-school manager and service manager.
- The inspector observed the quality of teaching and care in the pre-school and after school club.
- The inspector talked to parents who were available on the day of the inspection and took account of their views.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager of the pre-school to evaluate the quality of teaching.
- The inspector sampled a range of documents including policies, staff suitability checks and children's records.

Inspector

Teresa Newman

Inspection findings

Effectiveness of the leadership and management is good

Leaders are ambitious and are committed to providing high quality care for all children, regardless of their needs. They have high expectations of staff. Managers place a strong focus on developing staff in order to improve outcomes for children. For example, managers meet with staff to review their performance and identify how they can further develop their skills and expertise through training opportunities. This means that teaching is specifically tailored to the individual abilities of children who attend the pre-school. Continuous reflection on practice means improvements are ongoing. The arrangements for safeguarding are effective. Following a recent incident the management team has taken swift and effective action to make sure staff have a secure understanding of what to do if they have concerns about a child. This includes staff reporting any pre-existing injuries to children to managers. Safer recruitment procedures and suitability checks on staff are carried out appropriately.

Quality of teaching, learning and assessment is good

Children show delight as they use their senses to explore the smell and texture of shaving foam. Staff make good use of opportunities to extend children's learning. They skilfully introduce new resources and ask children open-ended questions, for example, when children add sand to the water or observe which objects float or sink. Children eagerly explore the calm and welcoming environment, which is well organised to meet their differing needs. Staff support children's learning by providing activities that stimulate their interests effectively. Children who are developing language skills are supported well through staff's verbal and non-verbal communication. Staff work well with other professionals, such as speech and language therapists and Portage workers when children need extra support.

Personal development, behaviour and welfare are good

Younger children display positive behaviour and learn how to be respectful and kind towards each other. When children become upset or frustrated staff calmly speak to them and engage them in an activity. Children are active learners. They develop their independence through choosing where and how they want to play. Staff are positive role models. They value each child's differences and celebrate their successes. This helps children develop their self-esteem by helping them feel proud of their own achievements and those of others. Children are learning how to keep themselves safe, for example, when using the indoor soft play area.

Outcomes for children are good

Older children enjoy practising their creative skills. For example, they experiment with colours and textures as they use face paints. Children show great concentration as they practise their scissor skills and experiment when sticking things together. Younger children relish opportunities to act out favourite stories using props. Children are beginning to solve simple mathematical problems, for example, they count pieces of fruit at snack time and understand when others have more or less than them.

Setting details

Unique reference number	122433
Local authority	Surrey
Inspection number	1054187
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	30
Number of children on roll	114
Name of registered person	Disability Challengers
Registered person unique reference number	RP905373
Date of previous inspection	13 June 2015
Telephone number	01483230930

Challengers Guildford is the headquarters of Disability Challengers who run a chain of play and leisure schemes for young disabled people across Surrey, Berkshire and Hampshire. Challengers opens for 50 weeks of the year, five days a week during term time and six days a week in all school holidays. The pre-school is open term time only from 9am to 3pm. The out of school provision operates between 3.30pm and 6pm Monday to Thursday and on Saturdays and during school holidays from 9.30am to 4pm. On Sunday, the setting opens for family sessions from 10.30am to 3pm. The setting employs 50 staff including the manager and deputy manager. Of these, three have early years degrees and two have qualifications in playwork.

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