

# Charlwood Pre-School

Chapel Road, Charlwood, Horley, Surrey, RH6 0DA



<b>Inspection date</b>	25 November 2016
Previous inspection date	20 January 2016

<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

- Children arrive at the pre-school happy and eager to learn. They have positive relationships with the staff and benefit from a good range of fun, well planned activities both inside and outside.
- The quality of teaching is good. Staff are skilled in recognising the individual learning needs of every child.
- Members of the management committee provide good leadership to the pre-school leaders. They play an active role in supporting staff to make on-going improvements.
- Children make good progress in their development. Staff use funding well to provide additional resources for those who need extra support with their learning.
- The pre-school is highly valued within the school community. Children are familiar with the school environment and attend school events, such as Christmas plays. Parents say children make the move to the Reception class easily as staff have prepared them so well.

### It is not yet outstanding because:

- The quality of teaching is not yet outstanding overall.
- Staff are not making full use of information to ensure all groups of children achieve well and that any gaps in children's learning are closing quickly.

## What the setting needs to do to improve further

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

- utilise every opportunity to develop staff skills and expertise and improve teaching to a consistently outstanding level
- use assessment information more precisely to demonstrate the progress of all groups of children and to indicate how any gaps in children's learning are closing rapidly.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, during activities inside and outside.
- The inspector talked to staff about how they plan for each child's learning needs; how they monitor children's progress and what they do to keep children safe.
- The inspector carried out a joint observation with the pre-school supervisor to assess how accurately senior staff monitor staff practice.
- The inspector talked to members of the management committee to find out how well they understand their legal responsibilities and support the pre-school's ongoing improvements.
- The inspector looked at a range of documentation, including confirmation of staff checks and qualifications; children's learning records; safeguarding reports; and the pre-school's self-evaluation.

### Inspector

Jo Caswell, Her Majesty's Inspector

## Inspection findings

### Effectiveness of the leadership and management is good

The small team of staff work well together and share their expertise to support children's learning. Staff development is seen as a priority and staff have time to reflect on their practice through supervision sessions and team meetings. Staff link closely with other settings children attend and share all relevant information about children's individual learning needs. Parents praise the work of the staff and confirm how happy their children are at pre-school. Safeguarding is effective. Staff fully understand their role in keeping children safe. Good arrangements are in place to make sure staff attend relevant training and take necessary action if they are concerned about a child or family.

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

Staff are skilled in supporting children's learning through fun, practical activities. They encourage children to explore and to find things out for themselves. For example, on the day of inspection, children were fascinated as they played with ice. Staff extended children's learning well by encouraging children to describe the changing appearance as the ice cubes began to melt. There is good support for children's communication development, especially when children are learning to speak English as an additional language. Staff engage in play with children and help them to learn new words. For example, staff joined in with children's imaginative play as they pretended they were riding on a bus. Funding is used well for children who need extra help with their learning. For example, when some children are identified as being particularly skilled in literacy, relevant resources have been purchased to help develop children's early reading and writing.

### Personal development, behaviour and welfare are good

Children behave well. They develop close relationships with the staff who look after them and show they feel comfortable in their care. For example, new children, and those who are less confident, settle quickly. Individual staff get to know them well and are on-hand to offer support and reassurance. Every child and family is valued for their unique qualities, and children and staff celebrate a range of multi-cultural festivals. This helps children to learn about the individual needs and beliefs of others and prepares them well for life in modern Britain.

### Outcomes for children are good

Children make good progress in their learning and development as staff plan interesting activities they know will challenge them well. The good quality teaching means children develop some important skills to support their learning. For example, they concentrate well. They play and work together cooperatively with their friends, sharing resources and listening to one another. Children show good levels of confidence as they talk in front of the group, sharing special items from home during 'show and tell'. Children ask questions; they show interest and curiosity and are keen to extend their knowledge. This means children move on to school as confident, enthusiastic learners.

## Setting details

<b>Unique reference number</b>	122691
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1073680
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Charlwood Pre-School Committee
<b>Registered person unique reference number</b>	RP518173
<b>Date of previous inspection</b>	20 January 2016
<b>Telephone number</b>	077115 27949 or 01293 862327

Charlwood Pre-School opened in 1983 and operates from a designated space within Charlwood Village Primary School, in Charlwood, Surrey. The pre-school is open from 9am to 12 noon, Monday to Friday, during school term time. A team of four staff work with the children, all of whom hold relevant qualifications. Two staff members are qualified teachers. Funding is accepted for the provision of free early education for children aged two, three and four years.

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