

Hook Pre-School

Hook Parish Hall, Hook Road, Chessington, Surrey, KT9 1PL



Inspection date	10 January 2017
Previous inspection date	18 May 2016

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

- Management continuously develops the pre-school practice to bring about improvement. It constantly monitors and reflects on what it does to improve outcomes for children.
- The manager and staff observe and evaluate children's development closely to track their progress and plan for their next steps in learning, and share this information with parents. Children make good progress in their learning given their starting points.
- Staff support children's communication and language development effectively. For example, staff use both verbal and visual communication to support all groups of children, including those who speak English as an additional language.
- Children develop a good understanding of similarities and differences between themselves and others to support their awareness of diversity.
- Staff work well with parents and other professionals sharing information about all aspects of children's needs and progress. This helps to support continuity in children's care, learning and development.

It is not yet outstanding because:

- Some staff occasionally miss opportunities to support children's creative-thinking and problem-solving skills in their play and learning.
- On occasion, the organisation of some play areas does not enable all children to gain the best learning from their experiences and the differing age groups of children sometimes hinder each other's play.

What the setting needs to do to improve further

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

- develop more effective opportunities for children to use their problem-solving and creative-thinking skills to raise the level of their learning further
- revise the organisation of some play areas to enable all age groups of children to gain the most from their learning experiences.

Inspection activities

- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector spoke to the deputy manager about how staff plan for children's individual learning needs and monitor their progress.
- The inspector carried out a joint observation with the deputy manager.
- The inspector sampled a range of documents, including safeguarding procedures, records of staff suitability and qualifications, behaviour management and children's development records.
- The inspector took into account the views of parents and children spoken to on the day of the inspection.

Inspector

Janet Thouless

Inspection findings

Effectiveness of the leadership and management is good

Management and staff have worked hard to bring about improvement. Actions and recommendations from the last inspection have been met well. There are effective systems used to monitor staff performance and the learning programme to help raise the quality of teaching further, such as with training. Management regularly discusses updated changes to policies and procedures with the staff team. Staff have successfully improved the pre-school. For example, they developed opportunities for literacy in the outdoor area. Safeguarding is effective. Staff have a good understanding of how to recognise and report any child protection concerns and they keep their knowledge up to date. Risk assessments are effective and staff are deployed well to support children's safety.

Quality of teaching, learning and assessment is good

Staff use effective teaching techniques to support children's learning. For example, they play alongside children, giving them ideas on what to do next. Children are eager to learn and engage in activities with enthusiasm. They communicate well and develop early reading and writing skills. For example, as they identify and write the letters in their name. Staff provide plenty of opportunities for children to develop their senses and creative skills. For example, children explore with dough, rice and noodles, and with soil in the 'mud kitchen'. Staff help children develop an understanding of the wider world. For instance, children learn about different festive traditions in other countries.

Personal development, behaviour and welfare are good

Staff are attentive and caring, helping children to feel comfortable and to settle quickly on arrival. Children develop close attachments with their key person and are familiar with daily routines. Children behave well and learn to treat each other with respect; for instance, older children showed younger children how they need to use both hands to squeeze tweezers together. Staff plan activities that contribute to children's good health and physical well-being. For example, children benefit from physical activity and enjoy negotiating different levels on the climbing frame. Children's independence is promoted, for example, as they independently select their own snacks and pour their own drinks with great confidence.

Outcomes for children are good

Children are confident and independent. They are inquisitive learners who enjoy trying new experiences. For example, a group of children worked well together to connect a road way. Young children had fun investigating in the sand tray, pouring sand from one container to another. Children show a great interest in numeracy. For example, they learn the correct order of numbers, and complete simple addition and subtraction sums. Children are well prepared for their future learning and the move to school.

Setting details

Unique reference number	131787
Local authority	Kingston upon Thames
Inspection number	1080068
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	35
Number of children on roll	39
Name of registered person	Susan Elizabeth McNamara
Registered person unique reference number	RP511726
Date of previous inspection	18 May 2016
Telephone number	020 8397 5226

Hook Pre-School registered in 1995. It operates from Hook Parish Hall in Chessington, in the Royal Borough of Kingston upon Thames. The pre-school is open Monday to Friday from 9am to 3.30pm, during term time. There are nine members of staff, seven of whom hold relevant childcare qualifications from level 2 to level 4. The pre-school receives funding to provide free early education for children aged two, three and four years.

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