

Minus Five Preschool

The Pavillion, Victory Park, Addlestone, Surrey, KT15 2EW



Inspection date	6 June 2017
Previous inspection date	13 April 2015

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

- Staff know the children well. They observe them closely and provide activities that meet their learning and development needs. Their interactions with children are warm and friendly.
- Overall, the manager monitors the progress that children make. She mentors and supports staff so that they have a shared understanding of what good progress looks like. Her high expectations have created strong teamwork.
- Children make good progress so that they are ready for school. The youngest children settle very quickly and are confident and enthusiastic learners.
- Children who have special educational needs make good progress. They are well supported by all the staff in the pre-school, and their needs are carefully managed. The pre-school works well with other professionals, when needed.
- Children enjoy coming to the pre-school. They are secure, happy and behave well with one another. They take pride in their achievements.
- Parents are supportive. They value the information and support they receive.

It is not yet outstanding because:

- The overall quality of teaching is not carefully scrutinised at times so that all groups of children continue to make consistently good progress.
- At times, staff do not make full use of opportunities to help and challenge some older children, particularly boys, to extend their learning even further.

What the setting needs to do to improve further

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

- continue to monitor the quality of teaching, particularly across the rooms so that all groups of children receive the support they need
- provide further activities and interactions that challenge older boys when they are learning independently.

Inspection activities

- The inspector observed the quality of teaching and children's activities. She completed a joint observation with the manager.
- The inspector talked with the chair of the committee, the manager, staff and children during the inspection.
- The views of parents, spoken with on the day of the inspection, were taken into account.
- The inspector scrutinised staff planning, samples of children's work and observations and assessments of their learning.
- The inspector looked at various documentation, including policies and procedures, staff training and evidence of staff suitability.

Inspector

Teresa Kiely

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of safeguarding practices. There are effective policies and procedures that keep children safe. The manager knows what is working well and what needs to be improved. She regularly meets with staff to discuss teaching and how well children are doing. She identifies training needs effectively and staff meet together frequently to improve their work. Staff regularly update the learning environment to help children to learn effectively through play. For example, they have spent additional funding on equipment that meets young children's social and physical needs, to help reduce any gaps in learning. Staff support children's transition to school, such as through their good links with other local schools.

Quality of teaching, learning and assessment is good

Staff know how to help children to learn. There is a good balance between children's independent learning and the structured support that they receive from adults. Staff are skilled at interacting and talking with children, whatever they are doing. For example, they engage older children in structured games that help them to cooperate and talk with one another as they match colours and shapes. They watch as children play independently, and know when to intervene in their play and when to observe them carefully so that they will know what to provide next for children to make good progress. Staff encourage the youngest children to choose activities that will help them to learn, and they ask questions that help children to think about their learning.

Personal development, behaviour and welfare are good

Children are eager to come to the pre-school. They settle quickly. For instance, as soon as they enter the room they quickly get busy, choosing where to learn and what to do. They move confidently and independently across the rooms, and respond positively to other children and adults. Children play cooperatively with one another, for instance, when they are playing games or when they are reading and singing together. They concentrate on activities, such as painting and sand play, and they show pride in their achievements. Children are sensitive to the feelings of others, such as when others are upset. They have healthy snacks each day and enjoy physical exercise.

Outcomes for children are good

Children make good progress from their starting points. The youngest children learn to talk and play together as they pretend to prepare food and eat together in the home corner. They independently choose puzzles to complete. With support from adults, they learn to concentrate and persevere with their chosen tasks. Older children recognise their names. They read books with their friends and enjoy mark making and drawing. They practise mathematical skills, such as when weighing teddy bears with an adult.

Setting details

Unique reference number	120127
Local authority	Surrey
Inspection number	1089237
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	18
Number of children on roll	36
Name of registered person	Minus Five Pre School Committee
Registered person unique reference number	RP519683
Date of previous inspection	13 April 2015
Telephone number	01932 820811

Minus Five Preschool registered in 1992. It is located in the Pavilion in Victory Park, Addlestone. The pre-school is open during term time from 9am to midday on Monday to Friday and from 12.25pm to 2.55pm on Tuesday to Friday. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs seven staff. Of these, one holds an appropriate early years qualification at level 5 and four members of staff are qualified to level 3.

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