

# North Holmwood Pre-School



North Holmwood Village Hall, Spook Hill, North Holmwood, Dorking, Surrey, RH5 4JP

<b>Inspection date</b>	29 June 2017
Previous inspection date	12 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children learn about healthy eating well. For example, they know that oranges provide vitamin C and will help to protect them against colds.
- Children learn good personal skills. For example, after sneezing they know to use a tissue, throw it in the bin and then use hand sanitizer to clean their hands.
- The manager keeps staff up to date effectively with new legislation and practice.
- The manager and staff support children's emotional well-being effectively. For example, staff praise children and build on their developing confidence and self-esteem.
- Children practise their early writing skills well. For example, younger children make marks in sand and older children practise writing their names. They are prepared well for school. All children, including those who have special educational needs, make good progress.
- The manager reviews her evaluation process effectively. She seeks the views of staff, children and parents to initiate improvements.
- The manager and staff know the children well. Children benefit from a positive settling-in procedure and settle well in the safe and welcoming environment.

### It is not yet outstanding because:

- The manager does not make the best use of all opportunities to build and develop links with other settings that children attend to support continuity in children's learning.
- Sometimes, staff miss opportunities to challenge and extend older children even further in their mathematical skills.

## What the setting needs to do to improve further

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

- develop greater partnerships with other settings that children attend to support consistency in children's care and learning even further
- build further on opportunities to extend and challenge older children in developing their awareness of mathematical concepts.

### Inspection activities

- The inspector viewed the premises and sampled some documentation.
- The inspector observed the manager and staff interacting with children.
- The inspector interviewed the manager and carried out a joint observation with her of an activity.
- The inspector spoke to children and viewed their activities.
- The inspector spoke to parents and took account of their views.

### Inspector

Susan Allen

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff know what to do and whom to contact if they have a concern about children's welfare. Safeguarding is effective. The manager monitors and tracks all children's progress well, including those who have special educational needs. She supports staff effectively and identifies any development needs. For instance, after attending training staff are more aware of how to support learning outside. The manager and staff have good partnerships with other agencies and parents. For example, staff work well with parents and share information, such as home learning packs supporting children's speech. Since the last inspection, staff have attended training and use better questioning techniques to encourage children to think for themselves.

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

Staff plan activities effectively for children of all abilities. For example, during story time staff use exaggerated tones and funny voices to identify animal noises to make the story interesting for younger children. They identify baby animals, such as a 'foal', to help extend language for older children. Staff develop younger children's mathematical knowledge well. For example, they begin to count and to recognise mathematical language such as 'lots' and 'many'. Children are prepared well for their future learning. For example, staff take a register the same as at 'big school'. Staff challenge children's stereotypical views well. For example, they discuss how any child could be a firefighter regardless of their gender.

### Personal development, behaviour and welfare are good

The manager and staff act as positive role models for children. Children's behaviour is good. They learn to share, take turns and play cooperatively. For example, children worked together on a large puzzle. Staff support children's knowledge of personal safety well. For instance, children learn how to dial '999' in an emergency and how to explain what the emergency is and who needs help. Children learn good independent skills. For example, they choose their own fruit and pour their own drinks.

### Outcomes for children are good

Children learn good communication and language skills. For instance, during a visit to the local fire station they learnt that the big scissors used by the firefighters are called the 'jaws of life' and that a mask with 'breathing apparatus' helps a firefighter to breathe in a fire. Children's physical skills develop well, such as when they play outside on large equipment. Children learn to explore the natural world well. For example, children learn about what snails like to eat and how they grow. Children develop good social skills, such as through visits in the community.

## Setting details

<b>Unique reference number</b>	122675
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1068439
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	North Holmwood Pre-School Committee
<b>Registered person unique reference number</b>	RP907779
<b>Date of previous inspection</b>	12 June 2014
<b>Telephone number</b>	07931 212006

North Holmwood Pre-School registered in 1984. The pre-school operates from North Holmwood Village Hall, near Dorking, Surrey. It operates weekdays, from 9.15am to 12.15pm, during school term time. Two afternoon sessions are offered during the summer term to support children going on to full-time education, depending on demand. The setting receives funding to provide free early education for children aged two, three, four and five years. There are eight staff; all hold an appropriate early years qualification. This includes the manager who has a Foundation Degree in Childcare and Early Years Education and the deputy who has a Foundation Degree in Early Years.

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