

Inspection date

7 September 2017

Previous inspection date

20 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

- The manager is ambitious and works hard with her deputy to relay her expectations to all staff. Regular meetings and monitoring help the manager to recognise ways to motivate and support staff to increase their confidence and enhance their roles.
- Children progress well during their time at the setting. Staff provide a well-resourced and interesting environment that effectively supports children to learn through play. For example, children explore and freely choose from the wide range of resources. This helps them to become curious and enthusiastic learners.
- Staff develop strong emotional bonds with children from the start. Children seek the attention of the caring and sensitive staff who offer them lots of support. Children are happy, settled and secure. They show confidence and high levels of self-esteem.
- Staff work well in partnership with other professionals. For example, they actively seek guidance from specialists, which helps them to provide relevant support for individual children and their families.

It is not yet outstanding because:

- On occasions, staff do not give children sufficient time to share experiences and show their understanding of things that interest them.
- Overall, partnerships with parents are strong and the exchange of information is good. However, at times, key staff do not receive all information to help them to fully meet children's individual needs.

What the setting needs to do to improve further

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

- enhance staff interactions with children to ensure they consistently give children time to talk about and share their developing knowledge of the world around them
- ensure that information gained from parents is effectively shared with and considered by key staff, to further enable them to support individual children.

Inspection activities

- The inspector observed the interactions between staff and children during play sessions and on a nature walk.
- The inspector looked at a range of documentation, including the setting policies and staff records.
- The inspector took account of the views of parents and children.
- The inspector spoke to the manager at different times throughout the inspection, to discuss practice and to invite her to complete a joint observation.
- The inspector spoke to key people and viewed individual children's development records.

Inspector

Amanda Vidler

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures that all staff attend training to help them fully understand their role in protecting children. The designated safeguarding officer leads by example and shares her good knowledge. Staff recognise possible concerns and are confident to follow relevant processes to record and report these if required. The manager monitors and tracks the progress of children in the setting well. She is quick to recognise and address any gaps in their learning. For example, the manager sourced relevant training for staff, to help them further support children's mathematical development. Staff used the knowledge gained to introduce simple resources which provide more opportunities for children to use their investigative skills to explore colour, texture and shapes in their play. The manager considers the views of others to help her evaluate the setting practices and she makes effective changes when required.

Quality of teaching, learning and assessment is good

Staff observe children in their play and effectively recognise children's achievements. They have a good knowledge of how children learn and plan exciting and challenging experiences to support their development further. For example, children use a range of resources to make marks on the floor, such as riding bicycles through water to make patterns and use different sized brushes to create a picture of a person on the floor. Staff introduce simple mathematical concepts, such as numbers and size, to help children identify the features of their body. For example, children compare their footprints. Overall, staff are strong teachers and support children's learning effectively. For example, at snack time children recognise how the colour of a plastic cup changes when it is stacked inside a different coloured cup. Staff use simple questions to extend the children's understanding further, as they enthusiastically stack cups to make new colours.

Personal development, behaviour and welfare are good

Children are kind and caring with their friends. They show respect for others and a pride in being able to support other children. For example, children who have been at the setting for a while talk about their role in supporting new children, such as showing them where the toys are and explaining how to ask for help. Children behave well and staff ensure that they develop a clear understanding of expectations and of how to keep themselves and others safe. For example, before a nature walk staff remind children of simple safety rules. Older children offer to hold hands with younger children and relay that they should stay together to keep safe.

Outcomes for children are good

Children are eager and motivated learners. They persevere with simple tasks and show pride in their achievements, welcoming the opportunity to share these with their friends. For example, children concentrate well and use trial and error successfully to complete puzzles, before they enthusiastically show staff and other children what they have done. Children are practising life skills to support their future learning. For example, they peel and cut fruit at snack time, which they gladly share with their friends.

Setting details

Unique reference number	EY333354
Local authority	Surrey
Inspection number	1092706
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	30
Number of children on roll	40
Name of registered person	Mary Marsden and Michelle Flegg
Registered person unique reference number	RP524873
Date of previous inspection	20 April 2015
Telephone number	07703272789

Wiseowls Ltd registered in 2006 and is based in Warlingham, Surrey. It is open from 8.30am to 3pm on Monday to Thursday, and from 8.30am to 12.30pm on Friday, during term time only. The setting employs five staff. The manager and three other staff hold appropriate early years qualifications at level 3. The setting receives funding for the provision of free early education for children aged two, three and four years.

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