

South Nutfield Pre-School

South Nutfield Village Hall, Mid Street, Redhill, RH1 4JJ



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| Inspection date | 25 September 2017 |
| Previous inspection date | 10 February 2014 |

| 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

- Senior leaders have created good partnerships with parents. Parents are pleased with the frequent opportunities they have to discuss their children's learning and contribute to their assessments. Parents say children are well-cared-for.
- Resources are easily accessible and this helps children to be independent. For instance, children happily find additional tools to squirt water at the walls.
- Children behave well. They feel secure. There are good relationships between children and the adults who work in the setting and this helps to support children's sense of well-being.
- Parents and key persons work together to find children's starting points. Key persons make daily observations of children as they learn, and they plan activities to help them to make good progress towards their next steps in learning and development.
- Where care of a child is shared with other providers, including schools, key persons discuss children's achievements with the other carers. This helps to support continuity in children's learning and progress.

It is not yet outstanding because:

- Early reading skills are not sufficiently well developed, especially for older children.
- High-quality support for staff is not embedded in practice to ensure that they all have a targeted programme to help them improve their skills.

What the setting needs to do to improve further

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

- strengthen the development of early reading skills, especially for older children
- strengthen staff support to include a better focus on professional development that continually builds on their teaching skills.

Inspection activities

- The inspector examined a range of documents, including those relating to safeguarding children and managing their behaviour.
- The inspector checked the suitability checks of the staff and looked at children's learning and progress records.
- The inspector and the manager observed members of staff interacting with children and discussed their practice.
- The inspector read the evaluation documents and discussed these with the manager.
- The inspector spoke to a range of parents and children, and took their views into consideration.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of the leadership and management is good

Senior leaders regularly evaluate their practice and make improvements to their provision. For instance, children are now encouraged to recognise risk and to learn how to use tools safely. Safeguarding is effective. All members of staff have a good understanding of how to keep children safe. They know whom to contact if they have a concern about a child's safety or welfare. Managers and staff monitor children's progress and make sure that any gaps in learning are closed. Children who have special educational needs receive the support they need, and staff use advice from external professionals. This helps to address any learning delays and support children's progress. Overall, senior leaders provide effective support for staff and they identify some training needs to help improve practice and teaching.

Quality of teaching, learning and assessment is good

Children's mathematical skills are effectively supported. For instance, children have many opportunities to count and to recognise common shapes. Staff and children compare height and this helps to support children's understanding of basic measuring. Children engage in imaginative play. For example, they put tyres next to chairs to make a fire engine, put on hard hats and decide whether to drive the 'engine' left or right. Staff support children's mark-making skills effectively. Children show delight in painting walls with water and creating pink and purple pictures. Staff support children's language development effectively. For example, children make 'treasure boxes' at home and staff skilfully encourage children to talk about their precious memories.

Personal development, behaviour and welfare are good

Children have a secure understanding of sharing. For instance, they voluntarily take it in turns to be the 'doctor' and the 'patient' in the role-play area. Children sit and look at books together, taking it in turns to press the buttons to make the animal noises. They know how to work as a team to achieve tasks, such as helping to carry a rug when it is time to tidy up. Children's physical development is well supported. For instance, they enjoy a healthy snack and benefit from plenty of activity outside in the fresh air. Children look at books and pictures of people who are different and this helps them to understand that some people have disabilities. Parents come and share experiences from their homelands with the children. Children show an emerging ability to problem solve. For instance, when they want some more water, they wet tissues and squeeze them into the container.

Outcomes for children are good

Children are well prepared for the next stage of their education, including school. They manage their personal needs and learn to be independent. They confidently explore the environment and lead their own learning, freely and independently choosing their activities. Children understand established routines, such as washing hands before eating. They develop good fine motor skills. For example, they use tongs to pick up items for their snack.

Setting details

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| Unique reference number | EY466930 |
| Local authority | Surrey |
| Inspection number | 1069609 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 26 |
| Number of children on roll | 24 |
| Name of registered person | South Nutfield Pre School Partnership |
| Registered person unique reference number | RP528653 |
| Date of previous inspection | 10 February 2014 |
| Telephone number | 07817935621 |

South Nutfield Pre-School operates from the village hall in South Nutfield, Surrey. The pre-school sessions operate from 9am to 1.30pm on Monday and Thursday and from 8am to 3pm on Tuesday and Friday, term time only. Six staff work with the children. Of these, five hold appropriate early years qualifications in childcare at level 3. The provider receives funding to provide free early education for two, three and four-year-old children.

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