

Capel pre-school and Out of School Club

89b The Street, Capel, Dorking, Surrey, RH5 5JX



Inspection date

21 September 2017

Previous inspection date

13 October 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 new leadership team enthusiastically drive improvement and demonstrate high expectations of the standard of care and teaching in the setting.
- Staff know the children well. An effective key person system enables staff to successfully support children's learning and promote their well-being.
- Children make good progress in readiness for school. The staff team effectively plan a broad, exciting range of activities and experiences to meet children's individual needs. They skilfully engage the children to extend their play and learning.
- Parents are effectively involved with their children's learning in the setting. Senior leaders and staff communicate with parents regularly, providing additional support when needed.
- Senior leaders are confident in their safeguarding responsibilities and form good links with other agencies.

It is not yet outstanding because:

- Systems for reviewing the quality of practice are not yet thorough enough to improve standards to an outstanding level.
- The arrangements for checking the progress made by specific groups of children are not fully in place.

What the setting needs to do to improve further

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

- strengthen the arrangements for self-evaluation to continue to drive improvement and ensure areas in need of development are prioritised
- develop the systems for tracking to identify the progress made by specific groups of children, in order to identify and target any differences in the progress they make.

Inspection activities

- The inspector carried out a joint observation with the pre-school managers.
- The inspector spoke to parents, looked at parent questionnaires and took account of their views.
- The inspector discussed the improvements made since the last inspection with the leadership team.
- A range of documentation was sampled, including children's development files, staff suitability and training records.
- The inspector spoke to children and staff at appropriate times during the day.

Inspector

Elizabeth Mackey

Inspection findings

Effectiveness of the leadership and management is good

The new leadership team works effectively with the pre-school committee to drive improvement. Managers provide regular supervision and coaching for staff. The transparent information about the aims of the setting demonstrates commitment to work in partnership with parents and other relevant settings. For example, strong links have been forged with the local children's centre and the primary school. This results in greater consistency for families, earlier identification of children who may need additional help and a positive transition into school. Priority is given to staff training and professional development, which has greatly improved the quality of teaching in the setting. Improved systems for tracking the progress children make are in place, to ensure that any gaps are identified and targeted. Safeguarding is effective and staff benefit from ongoing training which ensures their knowledge is up to date.

Quality of teaching, learning and assessment is good

Leaders and staff have high expectations for all children's achievements. Consequently the quality of teaching is good. Together, they create an exciting programme of activities, taking account of children's interests and abilities. They plan the routine and environment to offer ample choice for all children to promote their independence and confidence. For example, children use the equipment freely. They take the mud from the play kitchen to fill their wheelbarrows for their 'building work'. In doing so, children work together, problem solving and sharing ideas. Staff achieve a skilful balance of enabling children to independently develop their ideas while guiding them by adding additional resources and suggestions to provide greater challenge. Managers oversee the tracking of children's progress regularly. Any potential gaps in children's learning are quickly identified and this information is used to inform planning of what they will do next, however this is not fully in place for tracking specific groups of children.

Personal development, behaviour and welfare are good

Children settle quickly and have secure relationships with staff. They behave well and staff are consistent with implementing positive behaviour management strategies. Children learn to take care of the world around them; for example, they help with routine tasks, take care of pets, and plant and nurture vegetables, which they then help to cook. Children show consideration for one another. Staff encourage them to share and to take turns. Parents are warmly welcomed on arrival and staff update them about their child's progress and well-being daily. Parents speak highly about the setting. They confirm their children are making very good progress and the staff team are very supportive and keep them up to date.

Outcomes for children are good

Children are confident, active learners. Younger children enjoy activities closely matched to their interests. Older children are good communicators and demonstrate a keen attitude to learning. Children with limited language, or those who are learning to speak English as an additional language, receive the support they need to do well. Children are very well-prepared for their move to school.

Setting details

Unique reference number	EY340155
Local authority	Surrey
Inspection number	1097438
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 - 8
Total number of places	26
Number of children on roll	26
Name of registered person	Capel Pre-school and out of school club Committee
Registered person unique reference number	RP909891
Date of previous inspection	13 October 2015
Telephone number	01306 712717

Capel Pre-school and Out of School Club registered in 2006. It is situated in Capel, Surrey, in the grounds of the local infant school. The setting operates Monday to Friday from 7.45am until 5pm. The setting receives funding for the provision of free early education for children aged two and three years. There are six staff, of whom four have appropriate qualifications at level 3 or above.

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