

# Flying Start Pre-School

Scout Association, 193 Walton Road, West Molesey, Surrey, KT8 2DY



## Inspection date

14 November 2017

Previous inspection date

12 September 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The manager works in outstanding partnership with her staff team. The senior leaders are meticulous in their planning, guidance and support. The staff team receives the precise help it needs to enable all children to flourish.
- When children start at the pre-school, staff carefully assess and track their individual needs and parents comprehensively contribute to this first assessment.
- Staff monitor children's development closely and talk with parents about how well their children are doing. They find new and exciting ways to share children's learning with parents, such as sharing details swiftly via their electronic systems of communication.
- Staff have excellent relationships with one another. This is reflected in children's own behaviour, which is extremely positive. Children are exceptionally good at taking turns and considering one another's needs.
- Staff provide children with experiences that are varied and imaginative. Activities for older children are highly successful in preparing them for school. Younger children's transition into the pre-school is extremely well handled and they settle in quickly.
- All children's needs are equally well met. Parents speak very highly of how staff do this, especially when children need more support and encouragement in their learning.
- Children learn exceptionally well together and are highly motivated. They show eagerness and enjoyment in their activities, whatever they are doing. Children make outstanding progress in their learning.

## What the setting needs to do to improve further

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

- extend on the already excellent learning opportunities for children, particularly for children who love to be active outdoors all year round.

### Inspection activities

- The inspector and the manager carried out a tour of the premises, including the outside area used by the children.
- The inspector and the manager carried out a joint observation of an activity, and observed teaching together inside and outside.
- The inspector spoke to staff and children at convenient times throughout the visit.
- The inspector sampled records, policies and procedures, and documentation relating to children's learning.
- The inspector spoke with a number of parents and took account of their views.

### Inspector

Teresa Kiely

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The manager is highly effective and sets exceptionally high expectations. Everyone knows exactly what to do to make the setting the best it can be. There is a rigorous system of performance management in place. Staff are exceptionally well trained, and know how to improve their teaching. Previously raised recommendations have been imaginatively implemented. For example, staff skilfully encourage children to learn early reading and writing skills outside, such as when they are searching for mini-beasts or using the outside building shed. Safeguarding is effective. The manager effectively monitors the effectiveness of the setting. She ensures that all the requirements are met and is very vigilant in keeping the pre-school safe. Staff are extremely confident about the procedures to follow should they have any concerns about children's welfare.

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

Management and staff are highly effective at teaching children. Planning is extremely well thought out and reflects children's interests. The highly stimulating learning environment is full of exciting activities for children to select, such as roleplay where children talk imaginatively, and learn socially, together. Staff make exceptional use of their time to help their key children to learn new skills. They are highly skilled at playing alongside the children, introducing the language they want the children to use and extending on their language further. Staff seek parents' support to assist children who speak another home language or have different cultural backgrounds. For example, staff encourage parents to prepare special books on their home languages and traditions to share with children.

### Personal development, behaviour and welfare are outstanding

Staff show high levels of affection, and have a positive regard, for the children and their parents. The key-person approach is highly successful in helping children to settle and thrive during their time at the pre-school. Staff are consistently caring and kind to the children. They swiftly give them comfort and support when they need it, especially if a child is upset so they can be soothed quickly. Staff and children enjoy shared time together, especially when they are reading favourite stories. Snack time is extremely well organised and used exceptionally well by staff to build on children's learning. For instance, some of the youngest children successfully identify their written names and put them in the container to indicate that they are ready for refreshments.

### Outcomes for children are outstanding

All children thoroughly enjoy their time in the pre-school. Younger children are highly competent at listening very carefully to stories, and show great perseverance and pleasure while completing activities. They independently wash their hands and then choose their healthy snack. Older children show immense concentration while working with staff to create interesting patterns and confidently use a mirror to create symmetrical images. They develop excellent early literacy skills, enjoy writing notes and take great pleasure in writing the letters in their names. Outcomes for children who have special educational needs (SEN) and those who speak English as an additional language are outstanding and their needs are exceptionally well tracked and managed by staff.

## Setting details

<b>Unique reference number</b>	EY475950
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1071853
<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 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Vanessa Louise Allam
<b>Registered person unique reference number</b>	RP515824
<b>Date of previous inspection</b>	12 September 2014
<b>Telephone number</b>	07976 041790

Flying Start Pre-School registered in 2014. It operates from the scout hall in West Molesey, Surrey. The owner is also the manager of the pre-school. Seven staff are employed, six of whom hold recognised childcare qualifications at level 3 or above. The pre-school is in receipt of funding for two-, three- and four-year-old children. It is open each weekday during term time only, from 9am to 12.15pm, with a lunch club operating from 12.15pm to 1pm and a short extended session afterwards from 1pm to 2pm.

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