

Wilderness Pre-School

Onslow Village Hall, The Square, Wilderness Road, Guildford, Surrey, GU2 7QR



Inspection date

22 November 2017

Previous inspection date

24 March 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

- Staff provide a warm and nurturing environment to help children form strong emotional bonds. They treat all children as individuals with their own unique interests and help to promote their independence in all areas of their development.
- The manager, who is also the provider, is dedicated in her role and fully aware of her responsibilities. She has high expectations for the children in her care and her hands-on approach to their learning helps staff to learn from her many years of experience.
- Parents are fully included in their children's progress. They have many opportunities for regular meetings and discussions and are involved in children's next steps to help them achieve at home. Partnerships with other professionals are strong and information is shared well to help all children to succeed.
- Staff use all information they gain about children to plan precisely for their learning. They are skilled at adapting their teaching to follow children's own interests and choices.
- Children are happy and engaged in their learning. They show a growing awareness of how to manage their own behaviour and to share and play well with others.

It is not yet outstanding because:

- The evaluation process does not fully capture the comments or views of parents and staff to help identify and inform areas for improvement and change.
- Staff development is not sharply focused or planned to help raise the quality of teaching and the learning of children to outstanding levels.

What the setting needs to do to improve further

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

- use the process of evaluation more effectively and fully involve the staff team and parents in helping to identify and inform areas for improvement and change
- focus and plan staff's professional development more precisely, to help continuously raise the quality of their teaching and how they support the learning of all children to the highest level.

Inspection activities

- The inspector spoke with parents and took account of their views and comments.
- The inspector held a management meeting with the provider and also conducted a joint observation of an adult-led activity.
- The inspector sampled a range of documentation, including suitability checks, recruitment records and children's developmental records and tracking.
- The manager held discussions with the staff and children at appropriate times throughout the inspection.
- The inspector and the manager held a discussion about the use of the self-evaluation process and the provider's areas for improvement for the pre-school.

Inspector

Gwendolyn Andrews

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a thorough understanding of how to identify the signs and symptoms of abuse and the procedures they would follow to report any concerns. This helps them to protect children's welfare. The manager monitors and observes children's development for any gaps in their learning. She identifies these quickly and additional support is put into place promptly. The manager uses a robust recruitment process and she supports new staff to have in-depth inductions. This helps her ensure they have the knowledge and understanding around all policies and procedures of the pre-school. A good risk assessment process is used to help minimise harm towards children and to help them to develop an early understanding of how to keep themselves safe and secure.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn through play. They use the observations and assessments that they complete to keep children highly motivated and engaged. Staff help children to become curious and inquisitive learners. For example, children explore what happens to beads when they are immersed into water and start to expand. Staff help children to use simple technology in their play and to develop their communication and personal skills. For instance, children enjoy singing their favourite songs into the microphone and are thrilled when the staff and children applaud them. This helps children to develop confidence and self-esteem in their own abilities.

Personal development, behaviour and welfare are good

Staff are kind, considerate and patient. Children behave well. They are given lots of time to think and respond to questions asked of them, showing them how to be respectful and to build on their sense of belonging. Staff help children to explore the world around them and their immediate community. For example, they visit the surrounding areas and local shops, and welcome a range of visitors to the pre-school to help them learn about different cultures and festivals. Staff support children to become independent quickly. They value children's own choices and help them to build on forming important friendships.

Outcomes for children are good

Children make good progress from their starting points. They are gaining the necessary skills for their future learning and their eventual move on to school. Staff help children to learn about caring for nature to help them develop important emotional and empathy skills. For instance, children enjoy pretending to be vets and caring for the animals by listening to their heartbeats with a stethoscope and keeping them warm with blankets. Children also recognise their own names and are attempting to write them on their artwork. This helps them to build early literacy and writing skills.

Setting details

Unique reference number	EY299152
Local authority	Surrey
Inspection number	1092191
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	25
Name of registered person	Karen Elizabeth Hatton
Registered person unique reference number	RP513281
Date of previous inspection	24 March 2015
Telephone number	01483 503565

Wilderness Pre-School registered in 2004. It is situated near Guildford, Surrey. The pre-school is open each weekday between the hours of 8.45am and 12.15pm, term time only. The pre-school employs eight staff members. Of these, one holds a level 6 degree in early years, four hold a level 3 early years qualification, and two staff members hold a level 2 early years qualification. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

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