

# Mytchett Pre-School

The Mytchett Centre, 140 Mytchett Road, Mytchett, Camberley, Surrey, GU16 6AA



## Inspection date

22 March 2018

Previous inspection date

19 October 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching is variable. At times, adults provide too much direction during activities. Children do not have enough opportunities to extend on what they already know and can do. Staff do not consistently give them time to develop their own thoughts and ideas to build sufficiently on their confidence and extend their learning. Not all children make good progress in their learning.
- Staff have not considered how to extend children's understanding of wider mathematical concepts, such as space and measure.
- Children are not provided with enough opportunities during their child-initiated play to help support their early handwriting skills.

### It has the following strengths

- The manager has started to evaluate the service provided to children and their parents. She has identified areas to develop and has implemented changes to the group activities to help increase children's participation in these.
- Children are provided with a key person. Staff now complete regular observations and assessments about children's progress. This has improved staff's knowledge about children's starting points and gaps in their learning.
- Relationships with parents are strong. Parents are kept well-informed about their children's progress. They say that their children enjoy being at the pre-school and that they receive information about supporting learning at home.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

### Due Date

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|--|------------|
| ■ build on what children already know and can do to develop their confidence and to help them to explore their own thoughts and ideas. | 23/04/2018 |
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**To further improve the quality of the early years provision the provider should:**

- increase opportunities for children to develop a greater understanding of wider mathematical concepts, such as space and measurement
- develop further teaching strategies to support children's early literacy skills during child-initiated play.

## Inspection activities

- The inspector observed the quality of teaching during activities. She assessed the impact this has on children's learning.
- The inspector spoke with the manager, the staff team, children and parents at appropriate times during the inspection.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector looked at samples of children's records and planning documentation. She also looked at evidence of the suitability of staff working with the children.
- The inspector sampled a range of other documentation, including the safeguarding policy and procedures.

## Inspector

Maura Pigram

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The actions raised at the last inspection have been addressed. The manager and staff have successfully implemented improvements. For example, staff now complete the two- to three-year-old progress check and share this with parents. The deputy manager has increased her knowledge about her role and responsibilities in the event of taking charge in the manager's absence. The manager has started to carry out supervisory meetings with staff to help identify training needs. She is working closely with other agencies to continually raise the quality of teaching and learning. Arrangements for safeguarding are effective. The staff are aware of the signs and symptoms of abuse. They know the procedures to follow if they are concerned about a child's welfare. Staff complete child protection training to ensure their knowledge is updated. They complete risk assessments to help ensure all areas are safe for the children to use.

### **Quality of teaching, learning and assessment requires improvement**

Since the last inspection, staff have increased their knowledge about observing and assessing children's progress. They are now more aware of children's learning needs. However, teaching is not focused sharply enough to raise children's achievements in developing their own ideas. Some staff have good ideas on how to improve their teaching to help extend and meet children's learning needs. However, these improvements are not yet embedded to have a positive impact on children's learning. Staff sit alongside children encouraging them to complete jigsaws and to make items, such as towers using toy bricks. Children enjoy talking to staff and join in songs and related games. They develop their imaginations as they build items using construction toys and bricks.

### **Personal development, behaviour and welfare require improvement**

Children are well behaved. Staff teach them about being kind to others and how to take turns during their play. They obtain information from parents about their children's starting points and use this as part of their initial assessments. Key persons are kind and attentive to children and offer reassurance as necessary to help children settle. They help children to develop good hygiene routines. However, weaknesses in the teaching have some negative impact on children's personal development. Children have regular opportunities to engage in physical play, such as joining in with chasing games outdoors. Staff remind children how to keep themselves safe during routines and play. For instance, they explain to children about sitting safely on chairs.

### **Outcomes for children require improvement**

Children do make progress despite the variable quality of teaching. Overall, they are generally prepared for the next stage of their learning, such as school. Children know how to join in the registration sessions and respond when their name is called. They learn how to successfully use scissors and glue pens. Older children learn about the sounds that letters represent and staff provide them with worksheets to practise writing numbers and letters.

## Setting details

<b>Unique reference number</b>	120133
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1116863
<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>	24
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Linda West
<b>Registered person unique reference number</b>	RP905893
<b>Date of previous inspection</b>	19 October 2017
<b>Telephone number</b>	07760241309

Mytchett Pre-School registered in 1987. It is located in Mytchett, Surrey. The pre-school is open term time only and operates Monday to Friday from 9.15am to midday. There are four members of staff who work directly with the children. Of these, one member of staff holds an early years qualification at level 5, two hold qualifications at level 3 and one is qualified to level 2.

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