

Elm Tree Pre School

Weybourne Village Hall, Farnham, GU9 9ER



Inspection date

25 April 2018

Previous inspection date

3 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

- The management team is ambitious with high expectations, and diligently supports all staff to ensure children enjoy their time at the setting. This helps children to settle very quickly and develop their confidence as independent learners.
- The manager uses information from staff and parents to help her identify how to improve the setting even further. For example, she is exploring how to extend the outdoor area for children to develop an even better understanding of the world.
- The setting works very effectively with other professionals to help all children have the support they need. This helps to prepare children well for the next steps in development.
- Children gain good language and communication skills through very effective support from staff. Staff help younger children talk in sentences and older children to express themselves confidently and clearly.
- Partnerships with parents are effective. Staff keep parents fully informed about the progress their children make. This helps parents to develop good relationships with the setting and be very involved in their children's learning.

It is not yet outstanding because:

- Staff do not support the older children as well as they could, so they learn to share, take turns and resolve minor conflicts themselves.
- Staff sometimes put out too many activities for children, which does not help children to extend their concentration and sustain their learning.

What the setting needs to do to improve further

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

- support older children to further develop their understanding of the need to take turns, and learn strategies to resolve their own minor conflicts
- improve the opportunities for children to extend their concentration and sustain their learning.

Inspection activities

- The inspector observed the quality of teaching and children's learning, indoors and outside.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector spoke to a small number of parents and took account of the spoken and written views.
- The inspector checked the suitability of staff, recruitment process and staff training records. The inspector looked at a selection of policies and discussed the safeguarding procedures to check children are kept safe, including e-safety.
- The inspector carried out a joint observation of teaching and learning with the manager.

Inspector

Heather Rushton

Inspection findings

Effectiveness of the leadership and management is good

Management follows a very thorough process to recruit staff and ensure their suitability. Effective induction and supervision processes means all staff have very strong training and support plans to ensure they understand their responsibilities and extend their teaching. All staff are very consistent with daily practice and expectations. This helps younger children to be very happy and quickly say goodbye to parents. Staff support older children very well to learn new skills. The manager helps staff to develop new and exciting areas for children to learn. She invests in the resources to support the activities with high-quality equipment. For example, children play extensively in the large playhouse. Safeguarding is effective. All staff know how to report any concerns about children's well-being. Staff closely monitor any concerns or delays in the children's development with parents to take swift action.

Quality of teaching, learning and assessment is good

All staff have high expectations and work very well as a team to support all the children. Staff provide opportunities for children to understand their culture. For example, children enjoy making dragons and talk about St George's Day. Most staff read stories very well. Children receive very good support to explore songs, and use signs and pictures when in the garden, to extend their language. For example, children learn about the letter A, and discuss America and how to travel there. Staff provide children with good opportunities to use technology. Children use cameras to take photographs of their play. Staff support children to experiment and explore the effects of gravity as they roll balls down large bamboo tubes. Younger children love to race the balls to the bottom of the tubes.

Personal development, behaviour and welfare are good

Staff know all children and families very well. They develop very strong relationships with their key children. The key-person system is effective in helping children to settle quickly. Staff have a very well-established morning routine. This helps children to confidently register themselves as present and quickly choose to play outside with their friends, for example. Children use their imaginations well. For example, they build a den from the goal nets outside. Children are excellent at tidying away. Staff make good use of putting away the large blocks to help the children to practise their mathematical and problem-solving skills. Children develop their physical skills very well. They ride bicycles and staff help children to develop their coordination skills.

Outcomes for children are good

All children gain good skills that prepare them well for the next stage in their development. Children develop positive attitudes to learning. They are curious and confident to explore. Children learn how to dress themselves and choose to wear appropriate clothes when they play outside. Children develop a good knowledge about books. They learn to write their names and can solve mathematical problems. Children engage in playing games to help them learn to count. Younger children engage in painting and making models.

Setting details

Unique reference number	EY466917
Local authority	Surrey
Inspection number	1069604
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 5
Total number of places	42
Number of children on roll	26
Name of registered person	Elm Tree Pre-School Limited
Registered person unique reference number	RP532899
Date of previous inspection	3 February 2014
Telephone number	07977892694

Elm Tree Pre School registered in 2013. It operates from the village hall in Weybourne, near Farnham in Surrey. The pre-school is open Monday and Friday from 9.15am to 12.15pm, with extended days on Tuesday to Thursday from 9.15am to 2.30pm. The pre-school receives funding for the provision of free early education to children aged two, three and four years. The pre-school welcomes children who have special educational needs and/or disabilities and those who are learning English as an additional language. A total of seven staff work with the children, and they all hold appropriate or higher early years qualifications.

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