

# Doris Venner Pre-School

The Venner Youth & Community Centre, The Manor Drive, Worcester Park, Surrey,  
KT4 7LG



<b>Inspection date</b>	14 May 2018
Previous inspection date	11 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children play in a warm, welcoming and engaging environment. Staff provide enjoyable and exciting activities based around children's interests. They use the space well to motivate and interest children, enabling them to move freely between inside and out.
- All children make good progress in their learning. Staff observe and accurately assess children's development and progress. They use this information well to highlight areas where children may need additional support and quickly provide support when needed.
- Managers and staff work closely with parents and keep them updated about their children's progress. Parents speak extremely highly of the setting, of the progress their children make and of the staff's warm and attentive approach.
- Staff prepare children well for the next stage in their learning. For example, they work effectively with local schools and share information about children to support this move. Staff effectively prepare children emotionally for this transition.
- The manager has a clear vision for the pre-school and uses effective and accurate self-evaluation, using feedback from parents, staff and children to make improvements.

### It is not yet outstanding because:

- At times, staff do not always give children the time to answer their questions, and do not always engage them all as well as they could in the different activities.
- Although staff share good practice between them to provide interesting activities for children, there are few opportunities for staff to enhance and extend their professional development and teaching skills even further.

## What the setting needs to do to improve further

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

- give children more time to answer questions and engage them all more successfully in the activities and learning opportunities
- prioritise staff's development opportunities to raise the quality of teaching even further.

### Inspection activities

- The inspector observed the quality of teaching indoors and outside, and the impact this has on children's progress.
- The inspector completed a joint observation of teaching with the deputy manager.
- The inspector spoke with parents and children, and took account of their views.
- The inspector spoke with the manager and staff at appropriate times during the inspection.
- The inspector met with the manager and sampled various documents, including evidence of staff's suitability, children's records and assessment documentation, and evidence of the progress that children make.

### Inspector

Claire Hunt

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has effective systems to monitor groups of children to identify and close any gaps in their learning. This has led staff to make better use of construction activities to capture boys' interest in writing, which has resulted in a great improvement in their literacy progress. The manager uses funding effectively to support children. For example, she has purchased resources to support children's physical skills. All staff and the manager have a sound understanding of their responsibilities to safeguard children, and the procedures to follow should they have a concern about a child's well-being. Safeguarding is effective. There are robust systems to recruit, induct and performance manage staff. Staff feel supported in their roles, and use their skills and experience to support each other well. The positive relationships between staff provide a good model from which children learn how to behave towards others.

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

Staff use clear observation and assessment to plan for children's next stage of learning. Activities are enjoyable and engaging, and take account of children's interests. For example, activities focused on animals, following a recent visit from the 'Zoo lab'. Staff track groups of children well to ensure that they make good progress. For example, some groups of children take part in small-group work to develop their concentration and various skills, such as numeracy with staff. Staff know the children very well and gather good information about what they already know and can do when they start. All children make good progress in their learning.

### Personal development, behaviour and welfare are good

Staff are warm and nurturing towards children and children have positive attachments to them. The key-person system works effectively. Children are happy and confident, and enjoying being at the setting. Children are kind, considerate and well mannered. They have a positive awareness of their individual needs, and backgrounds and those of others. Staff positively promote diversity. For example, children learn about different religious and cultural celebrations. Staff manage children's behaviour well and use praise effectively to motivate children to behave in a positive way.

### Outcomes for children are good

Children are confident and motivated learners who enjoy being at the setting. They view learning as enjoyable and take pride in their work, for example, admiring their artwork on the walls. Older children have good early literacy, and sound out and recognise letters that are important to them. Staff give younger children appropriate responsibilities, such as selecting and making their own healthy snacks. Children are well prepared for the next stage in their learning and moving on to school.

## Setting details

<b>Unique reference number</b>	131807
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	1126927
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	Doris Venner Pre-School Committee
<b>Registered person unique reference number</b>	RP521900
<b>Date of previous inspection</b>	11 December 2015
<b>Telephone number</b>	020 8330 3672

Doris Venner Pre-School opened in 1973. It is a committee-run group and located in Worcester Park, in the Royal Borough of Kingston. The setting is open each weekday from 9.15am to 3.30pm, during term time only. The pre-school receives funding for the provision of free early years education for children aged two, three and four years. It employs 19 staff members, including the manager, and all hold appropriate early years qualifications.

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