

Tandridge Village Pre-School



Tandridge Village Hall, Tandridge, Surrey, RH8 9NN

Inspection date	7 June 2018
Previous inspection date	8 July 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 genuinely care for all children. The key-person system is effective in helping children to build secure bonds. Information gathered when children first start is used well to plan for their own interests and needs.
- Children make good progress and staff are helping them to learn new skills to build on this further. For instance, children enjoy using a voice recorder to record messages and enjoy listening back to them.
- The new manager has been proactive in changing and improving areas of the pre-school. She values and seeks the comments of parents, staff and children.
- Partnerships with parents are strong. They comment on the professional team and the level of care their children receive. Parents enjoy access to the online journal system and this helps them to be a constant part of their children's progress and achievements.
- Staff help children to have a good understanding of the wider world around them and in their immediate community. For instance, they enjoy visitors to the pre-school to talk about different professions.

It is not yet outstanding because:

- The organisation of staff during group activities does not always provide a high level of support for children's learning.
- The location and organisation of activities and routines are not always well planned to help children to build on their concentration skills and to not become distracted.

What the setting needs to do to improve further

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

- organise staff more effectively during group activities to provide a higher level of support for children's learning
- plan activities and routines more precisely so that children can build on their concentration skills and not become easily distracted.

Inspection activities

- The inspector had a tour of the areas used for the pre-school provision. She also spoke to parents and took their comments and views into consideration.
- The inspector held discussions with staff and children at appropriate times throughout the inspection. She also observed the teaching opportunities and the impact this has on children's learning and development.
- The inspector held a joint observation with the manager for a planned activity. The inspector also discussed the setting's use of self-evaluation and their current areas for improvement and change.
- The inspector held discussions with the staff around their knowledge and understanding of how they safeguard the children in their care and their reporting procedures.
- The inspector sampled a range of documentation, including policies and procedures, suitability checks, staff qualifications and children's developmental records.

Inspector

Gwendolyn Andrews

Inspection findings

Effectiveness of the leadership and management is good

The manager has high expectations for the staff team and for the children who attend the pre-school. She involves staff in creating an in-depth action plan to affect positive changes in the setting. Staff are motivated and receive regular supervisions to help them to reflect on their own practice. The manager prioritises the professional development of staff to help them continuously raise the quality of teaching and the opportunities for children. For instance, recent forest school training helps to build on children's outdoor experiences. Safeguarding is effective. Staff are vigilant in the protection of the children in their care. They are confident in explaining the possible signs of abuse and the procedures they would use to report a concern for a child's welfare. The manager precisely tracks children's progress to quickly identify potential gaps in their learning and provide additional support if required.

Quality of teaching, learning and assessment is good

Staff use an effective system for observing and assessing children's development. Children all receive personal time with their individual key person to help them make the best possible progress. Staff know children well and understand the need to adapt the experiences and opportunities that children receive in line with their changing interests and choices. Children enjoy their time during forest school sessions where they are helped to learn about risk in the environment. For instance, they learn how to safely cross the road and not to touch or place things in their mouths when out on a nature walk. Staff help children to build on their early mathematical problem-solving skills. For example, children find a way to place many coloured rubber bands onto large pine cones.

Personal development, behaviour and welfare are good

Staff are good role models who help children to learn about acceptable behaviour, boundaries and their expectations of them. Staff help children to be caring and kind and to be inquisitive in nature. For example, children explore how caterpillars grow inside cocoons to develop into butterflies. Staff help children to become aware of making healthy choices and being physically active. For instance, they enjoy using the small tongs to make their own choices at snack time and join in with the hide and seek and running games with the staff outside.

Outcomes for children are good

Children are confident and show a determination in completing tasks independently. They display an awareness of building friendships with their peers and working well with others. For instance, children enjoy making a group painting together using a large variety of different patterned leaves. They are inquisitive and keen learners. Children are developing the necessary skills they require for their future learning and their move on to school.

Setting details

Unique reference number	122727
Local authority	Surrey
Inspection number	1126781
Type of provision	Full-time 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	44
Name of registered person	Tandridge Village Pre-School Committee
Registered person unique reference number	RP518182
Date of previous inspection	8 July 2015
Telephone number	07900474654

Tandridge Village Pre-School registered in 1992 and is in Tandridge, near Oxted, Surrey. The pre-school is open during school term times on Tuesday, Wednesday and Thursday and Friday, from 9am to 3.15pm. The pre-school receives funding for the provision of free early years education for children aged two, three, and four years. There is a team of eight staff, of whom six hold relevant childcare qualifications at level 3 and one holds a level 2 qualification. The pre-school provides forest school sessions for children aged 3 and above twice a week.

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