

# Young Explorers Pre-School

St Francis Annexe, Onslow Crescent, Woking, Surrey, GU22 7AX



<b>Inspection date</b>	21 June 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

- Leaders work closely with the staff team to develop the pre-school and consistently make changes that match children's needs. For example, after reflecting on the good-quality provision, they now provide a wider range of activities and experiences that challenge children outdoors.
- Children are happy, confident and thoroughly enjoy the time they spend at the pre-school. They settle quickly and develop strong bonds with staff.
- Staff introduce children to new experiences and promote their communication and language skills well. For example, children closely study the bark of trees and this encourages them to use descriptive language.
- Leaders work collaboratively with professionals at schools and other settings that children attend. This helps to support continuity in children's ongoing development and supports a smooth transition to school.
- Children are extremely polite and consistently use good manners. They show consideration to their friends, such as reminding them that the snack bar is open.

### It is not yet outstanding because:

- Leaders have not developed highly effective systems to help monitor the progress made by groups of children.
- Children who speak English as an additional language do not have enough opportunities to recognise and use their home language in the setting.

## What the setting needs to do to improve further

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

- strengthen the arrangements for comparing the progress made by different groups of children to help raise outcomes to the highest possible level
- extend opportunities for children who speak English as an additional language to recognise and use their home language in the setting.

### Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the provider.
- The inspector held discussions with the provider, managers, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

### Inspector

Jane Franks

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders implement robust procedures which staff consistently follow. All staff are knowledgeable about their role in protecting children from harm and know how to manage concerns about children's welfare or the conduct of an adult. Leaders provide ongoing support to ensure that staff are well qualified and they are suitable to work with children. They competently monitor and encourage the professional development of staff. For example, recent training has had a positive impact on how staff plan for children's learning, improving outcomes for children even further. Staff have good partnerships with parents and exchange regular information about children's achievements.

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

Staff regularly monitor the progress of individual children to ensure that any gaps in their learning are closing quickly. They regularly observe children and provide them with meaningful play experiences that support their interests and individual educational needs. Staff support children's mathematical development well. For instance, children learn to count and recognise numbers through a variety of different games. They particularly enjoy the game of hide and seek, supporting their social and emotional development highly effectively. Children listen attentively to stories and join in with familiar songs and rhymes.

### Personal development, behaviour and welfare are good

Staff supervise children vigilantly to help maintain a safe environment. They ensure children are able to make their own play choices and can move around the indoor and outdoor areas safely. Staff provide children with a wealth of physical play opportunities. They skilfully help children to learn about how to take developmentally appropriate risk. For example, children tackle the firefighters' pole with increasing confidence and practise how to balance and move across tyres in different ways. Staff give children's health good consideration. For example, at snack time children learn to make healthy choices. They talk about the taste of the different fruit and vegetables with genuine enthusiasm.

### Outcomes for children are good

Children develop the skills that help them progress to the next stage in their learning and their eventual move to school. They are becoming increasingly independent and learning to take care of their own personal needs. Children use a range of resources to make marks. For example, they select materials freely and discuss their drawings with staff and visitors. Older children practise writing their names and are supported in developing their knowledge of letters and the sounds they represent. All children, including those who have special educational needs and/or disabilities make good progress in their learning.

## Setting details

<b>Unique reference number</b>	EY448656
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1131894
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 7
<b>Total number of places</b>	26
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Young Explorers Pre-School Ltd
<b>Registered person unique reference number</b>	RP531709
<b>Date of previous inspection</b>	11 December 2015
<b>Telephone number</b>	01483 730052

Young Explorers Pre-School registered in 2012. It is located in the grounds of St Dunstan's Catholic Primary School in Woking, Surrey. The pre-school offers extended day care for pupils of the school aged up to eight years. The breakfast club operates from 7.45am to 8.40am and the after-school club from 3.15pm to 6pm during term time only. Pre-school sessions operate daily during term time from 8.45am to 3.15pm. Pre-school children can attend the lunch club from midday to 12.30pm. The pre-school is in receipt of funding to provide free early education for children aged three and four years. In total, eight staff work directly with the children. Of these, all hold early years qualifications.

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