

# Challengers Farnham

1 St. James Avenue, Farnham, Surrey, GU9 9QF



<b>Inspection date</b>	16 July 2018
Previous inspection date	21 August 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

- Since the last inspection, leaders and managers have worked together to evaluate and continually improve the quality of the pre-school. Additional training, coaching and support for staff have improved how they work together as a team to meet children's individual needs. Staff skilfully and confidently manage children's challenging behaviour.
- Children make good progress from their starting points, including children who have special educational needs (SEN) and/or disabilities. Staff accurately assess children's progress. They have recently started to complete detailed summaries of children's development.
- Children develop good independence. Staff patiently help children to learn to do things for themselves. For instance, they demonstrate and explain to children how to attend to their personal care needs and dress themselves. Under close supervision, children thoroughly enjoy cutting up fruit for snack time and helping to load the dishwasher.
- Staff work well in partnership with parents and other agencies. They share information with therapists and teachers who visit the pre-school to provide children with good continuity of care.

### It is not yet outstanding because:

- Sometimes, the organisation of the room used at lunchtime causes children who have SEN and/or disabilities to become unsettled.
- Staff do not consistently respond to children's interest in books to develop their pre-reading skills.

## What the setting needs to do to improve further

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

- consider ways to adapt the organisation of lunchtime to meet children's individual needs more effectively
- make better use of children's interest in books to develop their pre-reading skills.

### Inspection activities

- The inspector observed children taking part in indoor and outdoor activities.
- The inspector completed a joint observation with the manager.
- The inspector talked with staff, children, senior managers and the registered person.
- The inspector looked at a sample of documentation and discussed self-evaluation.
- The inspector talked with parents and took account of their comments.

### Inspector

Catherine Greenwood

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The pre-school manager works closely with the service manager and staff to help ensure risk assessment keeps children safe. There is a good ratio of adults to children. Some children who have SEN and/or disabilities have a support worker to help them at all times. Staff supervise children well at all times. They have a good understanding of child protection policies and procedures. They take appropriate action if they are concerned about a child's welfare and safety. Leaders provide annual safeguarding training, which enables staff to keep up to date with current child protection issues. Pupil premium funding is used effectively to support children's communication and language skills.

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

Staff provide children with a varied range of activities which they use to challenge and extend children's learning and development. Younger children enjoy listening to African music and playing instruments. Staff engage with children in a relaxed and positive way. They help children learn to focus their attention, develop their confidence to communicate, and praise them when they keep on trying. Staff successfully promote and maintain children's interest in learning to count and match objects to number; for instance, while using illuminated games in a sensory room. Staff have improved the resources and opportunities for children to be creative. Children enjoy using paint and drawing. They explore soil and cornflour and use tools and sand to make marks.

### Personal development, behaviour and welfare are good

Children are happy and settled. Staff provide children with positive role models and a warm, welcoming environment. They greet children, parents and extended family individually and use routines that are familiar to the children to help them feel at ease. Parents spoken to during the inspection identify how quickly their children settled into the pre-school. Staff form close emotional relationships with the children. They ensure that children of differing abilities are fully included in activities. Staff promote children's good health. They encourage all children to be active. Staff confidently and safely move disabled children to support their physical development and exploration.

### Outcomes for children are good

Children develop the skills they need for starting school. Some children who have SEN and/or disabilities exceed expected levels in some areas of their development. Overall, children are well behaved and develop good friendships and social skills. Children are motivated learners. They learn to make choices, use their imagination and thoroughly enjoy cooking activities. Older children concentrate well while carefully making constructions using small bricks.

## Setting details

<b>Unique reference number</b>	EY369286
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1140967
<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, 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>	32
<b>Name of registered person</b>	Disability Challengers
<b>Registered person unique reference number</b>	RP905373
<b>Date of previous inspection</b>	21 August 2015
<b>Telephone number</b>	01483 230930

Challengers Farnham registered in 2008. It is located in Farnham, Surrey. The pre-school opens Monday to Friday from 9am to 3pm during term time. The after-school club opens Monday, Tuesday and Thursday from 3.30pm to 6pm. The holiday playscheme opens each weekday and on Saturdays from 9.30am to 4pm. Sunday one-to-one schemes operate during term time from 10.30am to 3pm. There are five staff employed, of whom, one holds a relevant teaching qualification and four hold level 3 qualifications. There are unqualified bank staff employed to provide one-to-one support for some children. The setting receives funding to provide free early education to children aged two, three and four years and pupil premium funding.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

