

# Totterdown Preschool

Community Centre, 89 Swordsmans Road, Deepcut, CAMBERLEY, Surrey  
GU16 6BW



<b>Inspection date</b>	27 September 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b>	<b>1</b>
		Not applicable	
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### The provision is outstanding

- The co-owners are extremely dedicated to their roles. They have significant experience and skills that thoroughly support them in providing an outstanding quality of care and learning for children. The co-owners are highly successful in ensuring an exceptionally strong commitment from their hard working and highly committed staff.
- The co-owners implement and use robust risk assessments, policies and procedures to thoroughly support children's health, safety and well-being. These are effectively reviewed on a regular basis.
- Inspiring staff are passionate about promoting outcomes for children. They understand children's individual needs and interests. For example, well-planned home visits, effective settling-in procedures and prompt assessments of children's starting points mean staff can plan accurately for children's future learning. Children make rapid developmental progress and are extremely willing to learn.
- Enthusiastic staff demonstrate outstanding teaching and interaction. They offer an excellent variety of activities that engage children really well. For example, staff promote children's intrigue about the human body. Children confidently recall terms, such as 'skeleton' and 'brain'. They understand that there is blood if they fall and cut themselves and that their muscles make them strong.
- Children have excellent attention spans. They are highly motivated to join in with activities. Staff have very high expectations for children's behaviour and awareness of routines. Children's behaviour is exemplary at all times. They show good levels of respect to their friends and to staff.
- Parents are extremely positive about the care their children receive. They state that practice is consistent and that their children thrive at the pre-school. They add that they thoroughly recommend the setting to others and that children's speech, communication and social skills rapidly improves while at the setting.

## What the setting needs to do to improve further

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

- continue to enhance staff skills for working with and planning for even better outcomes for two-year-old children.

### Inspection activities

- The inspector observed staff interacting with children during well-planned activities indoors and outdoors.
- The inspector completed a joint observation with the provider. They discussed the aims for the activity and how staff plan for children's learning.
- The inspector spoke with children, parents and staff.
- The inspector met with the co-owners. They discussed how staff are supported in updating their skills and knowledge and how staff evaluate their practice and review children's learning.
- The inspector sampled the provider's documentation and children's records.

### Inspector

Aileen Finan

## Inspection findings

### Effectiveness of leadership and management is outstanding

The co-owners have comprehensive systems for the recruitment and training of their staff. Passionate staff state their highly effective induction fully prepares them for their role. Staff add that support to guide new skills, for example, provision for children with more complex needs, is highly effective. They explain that training helps them improve the ways they plan for children and build trusting relationships with parents. Partnerships with other professionals are well established. Safeguarding is effective. All staff have an excellent understanding of all aspects of safeguarding matters. They know how to protect the children in their care. Staff are extremely confident to evaluate the provision of care. They value highly the views of parents. Staff willingly look for other ways to enhance practice, including, for example, how to further improve the opportunities for learning outdoors and how to plan for the youngest children attending.

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

Dedicated staff provide an extremely broad range of stimulating and exciting opportunities for children. Children make great strides in their learning due to the exceptionally high quality of teaching. For example, as older children finish painting, enthusiastic staff help them copy their name to promote early writing skills. Confident staff help children identify shapes, for instance, giving clues about the lengths of the sides that distinguish a rectangle to a square. Planning for children's learning is precise. Staff review children's attainments on a regular basis to ensure they all reach their full potential. Staff are extremely proactive in intervening to support those children needing more help. Collaborative partnerships to engage parents in children's learning are highly successful and promote continuity for children's development.

### Personal development, behaviour and welfare are outstanding

Warm and caring staff have very good relationships with the children they care for. Staff create opportunities to strengthen the ways children show respect to each other. For example, during group activities, children listen to each other and wait their turn to speak. Sensitive staff help children to understand one another's feelings through props that help children recognise visual clues, such as happy, sad, tired and surprised. Staff offer children regular opportunities to develop independence. For instance, during snack time, children confidently pour their drinks and select the food they want to eat.

### Outcomes for children are outstanding

Children develop an extremely broad range of skills to support the next stages of their learning. For example, younger children thoroughly enjoy sensory play, using tweezers to pick up objects placed in foam to enhance their physical development. Children develop a positive interest in mathematics through interesting activities that help them learn shapes in the environment and count numbers. Children acknowledge that 40 is a big number. Children are extremely motivated to learn about the human skeleton. They keenly add drawings to life-sized pictures of the body to show they understand where parts of the body should be. They identify that they are all different, for example, in their eye colour. Children lead their play, for instance, they harvest vegetables in the mud kitchen, wash them, cut them and use them to make soup during role-play experiences.

## Setting details

<b>Unique reference number</b>	EY501241
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10078628
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Totterdown Preschool Limited
<b>Registered person unique reference number</b>	RP911015
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07500 205200

Totterdown Preschool registered in 2016. The nursery is open each weekday from 8.30am to 2.30pm during term-time only. Children can also attend a session from 8.30am to 11.30am. The nursery receives funding for free early education to children aged two, three and four years. There are six members of staff. The co-owners hold qualified teacher status. Three other staff hold relevant childcare qualifications.

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