

Sparrows Pre-School

Sparrow Farm Road, Epsom, Surrey KT17 2LW



Inspection date	3 October 2018
Previous inspection date	16 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Staff work effectively in partnership with other agencies to keep children safe. They have a good knowledge and understanding of child protection procedures and know what to do if they are concerned about a child's welfare.
- Children make good progress from their starting points, including children who are learning English as an additional language. Staff know their key children well and work effectively as a team to meet their individual care needs. They complete accurate assessments of children's progress and use these to help reduce gaps in children's speech and language development.
- Managers coach and support staff to evaluate and improve their teaching practice and outcomes for children continually. The well-qualified staff team has improved the opportunities for children to learn outdoors.
- Staff work effectively in partnership with parents and other early years providers to promote continuity in children's care and development. They introduce initiatives that successfully improve children's behaviour at home and in the pre-school. Children are very happy and motivated to learn.

It is not yet outstanding because:

- Staff sometimes miss opportunities to provide all children with challenge during their play.
- Staff do not consistently support less confident children to develop their emerging social skills.

What the setting needs to do to improve further

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

- promote and challenge all children's learning further when they play independently
- support less confident children to develop their emerging social skills.

Inspection activities

- The inspector observed children taking part in activities indoors and outdoors.
- The inspector completed a joint observation with the pre-school manager.
- The inspector spoke to children, staff and parents.
- The inspector looked at a sample of documentation.
- The inspector discussed self-evaluation and continuous improvement.

Inspector

Cathy Greenwood

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Most of the staff hold current paediatric first-aid certificates. They respond quickly and follow well-known procedures if a child needs emergency first-aid treatment. Staff have improved the opportunities for children to learn about positive differences in society. Resources that reflect positive images have been incorporated into all areas of the provision. Staff have asked parents to share words in children's home languages, which they use to support children's development. Staff have improved children's emerging writing skills and their understanding that print is used for different purposes. They demonstrate writing and teach children to draw patterns and shapes to prepare them for writing. Children use sticks to form letters in mud, and their fingers and brushes to make marks in shaving foam.

Quality of teaching, learning and assessment is good

Staff provide children with a varied range of activities that motivates them to explore and learn. Overall, the quality of teaching practice is good. Staff demonstrate and explain to children how to use the resources. They make suggestions that inspire children to try different ways of doing things and solve problems. For instance, they ask, 'What do we need to do to make it work?' when children decide to make items run down guttering. Children say, 'I know I know!' and energetically find and use blocks and planks of wood to create more-stable constructions and achieve their aim. Children enjoy learning about space and life cycles. They enthusiastically use paint and conkers to create patterns and play imaginatively in an outdoor mud kitchen.

Personal development, behaviour and welfare are good

Staff successfully support children to move smoothly into the pre-school and on to school. They run a toddler group that children can attend before they start at the pre-school. Children get to know staff, form close relationships, settle in easily and feel emotionally secure. Staff take children to visit their classroom and have lunch in the school where the pre-school is located. Children know what to expect when they start school. Staff provide children with positive role models. They treat children with kindness and respect. Staff promote children's good health well. They provide lots of opportunities for children to play outdoors and learn about their safety.

Outcomes for children are good

Children develop the skills they need for starting school. They listen and concentrate very well while taking part in large-group activities and discussions. Children thoroughly enjoy doing things for themselves and develop good independence. They dress themselves, put on their shoes or boots before playing outdoors, and independently cut up fruit to eat at snack time.

Setting details

Unique reference number	122501
Local authority	Surrey
Inspection number	10066196
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	32
Name of registered person	Sparrows Pre-School Committee
Registered person unique reference number	RP911660
Date of previous inspection	16 October 2015
Telephone number	07905 222801 / 0208 394 1914

Sparrows Pre-School registered in 1991. It is located in Stoneleigh, Surrey. The pre-school opens Monday to Friday from 9am to midday, during term time, with younger children attending the afternoon session from 12.45pm to 3.15pm. The pre-school receives funding to provide free early education to children aged two, three and four years. There are 12 members of staff employed. Of whom, two hold qualified teacher status, two hold relevant qualifications at level 6, and six hold childcare qualifications at level 3 and level 4.

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