

100 Acrewood Preschool

Community Centre, Tylehurst Drive, Redhill RH1 6EL



Inspection date	20 November 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	

Effectiveness of leadership and management	Good	2
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Quality of teaching, learning and assessment	Good	2
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Personal development, behaviour and welfare	Good	2
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Outcomes for children	Good	2
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Summary of key findings for parents

The provision is good

- The provider/manager is totally committed in her approach towards providing the highest quality early years provision, a vision she shares equally with the dedicated staff team. Therefore, children benefit from a good introduction to their education and are developing skills in readiness for school.
- Staff provide a good variety of interesting activities and experiences that children are eager to explore. Children are enthusiastic, keen to take part in the day's events, and are motivated to learn. They make good progress in their development given their starting points.
- Parents speak highly of the pre-school and say they are extremely happy with their children's progress and feel staff really take their time getting to know their children. Parents feel very well informed about their children's learning and welcome ideas on how to support children's learning at home.
- The manager and staff develop strong partnerships with other professionals, agencies and local schools. These result in effective and well-coordinated strategies that promote and support children's good progress.
- Children play cooperatively and behave well. They learn to respect each other and take part in establishing rules so they learn what is expected of them.

It is not yet outstanding because:

- Systems for tracking groups of children's progress is not fully effective to consistently raise outcomes for children to the highest level.
- Staff do not make the most of opportunities to support younger children fully in developing their independence and self-help skills.

What the setting needs to do to improve further

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

- build further on systems to track groups of children's progress to help raise children's outcomes to the highest levels
- develop further ways to support younger children in developing their independence and self-help skills.

Inspection activities

- The inspector viewed the premises and observed the children taking part in activities, and evaluated the impact on these on their learning.
- The inspector spoke with staff and children at appropriate times throughout inspection.
- The inspector sampled a range of documents which included records of staff suitability, staff qualification, first-aid certificates, risk assessments and behaviour management procedures.
- The inspector looked at samples of children's development records and curriculum planning.
- The inspector spoke to a selection of parents and took into consideration their views.

Inspector

Janet Thouless

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Robust recruitment procedures and ongoing supervision ensure staff are, and remain, suitable for their role. Staff have a good understanding of how to recognise and report child protection concerns to safeguard children. The manager is ambitious for the pre-school. She leads her team well in a programme of reflective practice and ongoing improvement. For example, staff have looked at ways of developing even further the outdoor learning environment. Staff benefit from a good range of useful opportunities to help keep their knowledge and skills up to date. They explore current early years research, attend ongoing training and participate in regular staff meetings. For example, a recent staff meeting on behaviour management enabled staff to review how they encourage positive behaviour within the pre-school. This has had a positive impact on younger children's behaviour and helped them to manage their sometimes-strong emotions.

Quality of teaching, learning and assessment is good

Staff carry out regular observations of children during play and use this information to identify next steps in learning. They are skilled in guiding and supporting children's learning as they play. They have a secure understanding of how children learn and effectively interact with children to extend and challenge learning. Staff use creative play to support children to explore letters in dough, make marks with paint and dig in sand. This supports their small-muscle movement and emerging literacy skills. Children become captivated in activities that support their imaginations, for example, as they dress up in their favourite costumes and act out play scenarios. Children who receive additional funding enjoy and develop well in their play and learning.

Personal development, behaviour and welfare are good

Staff are good role models. They are calm, attentive and show genuine care to children's needs. This supports children's emotional well-being and self-esteem. Staff work closely with parents to help ensure all children have consistency in their care and learning. Children respond positively to meaningful praise, support and encouragement. They are keen to share what they know. For example, younger children excitedly share and name objects found in sand play, and older children confidently share the letters in their name. Children have ample opportunities to practise their physical skills. They enjoy dance classes, concentrate well when using an obstacle course and enjoy climbing in outdoor play. Children show empathy towards their friends when telling them to be careful when climbing to stay safe.

Outcomes for children are good

Children become confident communicators and are eager to express and share their views. Children develop strong social skills and play together well. They independently look at books and listen attentively to stories. Children count as they play, join in number rhythms and discuss height as they build a tower with bricks. Children are well prepared for their future learning and for starting school.

Setting details

Unique reference number	EY537235
Local authority	Surrey
Inspection number	10079400
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	42
Number of children on roll	21
Name of registered person	Earle, Julie Anne
Registered person unique reference number	RP537234
Date of previous inspection	Not applicable
Telephone number	07799541168

100 Acrewood Pre-school registered in 2016. It is open from 9am to 3pm each week day, during term time only. It operates from the Birchwood Community Hall, in Redhill, Surrey. The pre-school receives funding for free early education to children aged two-three and four-years. There are five members of staff working directly with the children. The provider/manager holds a degree in childhood and youth studies and two staff hold level 3 childcare qualifications.

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