

Mytchett Pre-School

The Mytchett Centre, 140 Mytchett Road, Mytchett, CAMBERLEY, Surrey
GU16 6AA



Inspection date	18 January 2019
Previous inspection date	22 March 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

This provision is good

- The manager and staff have worked hard to successfully address the actions and recommendations made at the last inspection. For instance, staff plan a wide variety of opportunities to build on children's mathematical and literacy skills. This has a positive impact on the progress that older children make.
- Partnerships with parents are strong. Staff share ideas of how parents can support children's learning at home, particularly to help build on children's understanding of mathematical concepts, such as shapes. Parents say that they feel well informed of their children's progress and enjoy being actively involved in helping their children learn.
- Staff build strong relationships with their key children and have a good understanding of how to support children's emotional well-being. Staff are kind and caring and help those children who are quieter and less confident to settle happily and to take part in activities which motivate their play and learning.
- Staff plan learning activities which are tailored to children's individual needs well. They have a good understanding of what children need to learn next and are skilful in helping them to explore their own thoughts and ideas. All children, including those who are learning English as an additional language, make good progress in their development from their starting points.
- Practitioners provide a range of opportunities for children to learn about other cultures beyond their immediate experiences. This helps children to learn about their wider community and to value and respect the differences between themselves and others.
- The manager tracks the achievements of individual children. However, she does not identify the progress made by specific groups of children to raise all children's progress to the highest level.
- Although many staff are highly qualified, the manager does not consistently help staff to reflect on their own work and share best practice in order to encourage and promote their professional development even further.

What the setting needs to do to improve further

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

- monitor the outcomes of the different groups of children more precisely and address any differences in achievement more effectively
- build on the professional development opportunities for staff and review the impact of these on promoting the very best outcomes for children.

Inspection activities

- The inspector spoke to children and staff at convenient times during the inspection.
- The inspector spoke to parents on the day of the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector observed the quality of teaching and the impact this had for children's learning and overall progress.
- The inspector looked at children's records and the pre-school's policies and procedures, including those related to the suitability of staff.

Inspector
Tara Naylor

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of how to identify and report any child protection concerns. They make good use of training, for example to update their knowledge of local safeguarding procedures and to promote children's physical welfare effectively. Staff have a good understanding of how to identify potential risks to children and take action to minimise these to keep children safe. They supervise children well in all parts of the pre-school, and staff are deployed effectively to help children play safely. The manager monitors the quality of staff teaching to help ensure that children benefit from good-quality learning experiences. The manager and staff work well together. They evaluate the quality of the pre-school regularly and identify future goals to help ensure outcomes for children are good.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn and plan activities which build on what children know and can do well. For instance, staff teach children how to use the pre-school computer and mouse as they take part in a mathematical activity. Staff make regular observations and assessments of children's learning and monitor their progress well. Staff swiftly put in place extra support, where necessary, to help children catch up. Staff plan suitably challenging activities and use questioning well to help children solve problems. For instance, when staff teach older children about 'big, medium and small' they give children resources that represent the sizes and give them time to think about their answers before they put them in size order.

Personal development, behaviour and welfare are good

Children develop strong bonds with staff, who use the key person approach to help children settle happily. Staff recognise when some quieter and less confident children need additional support and provide them with the reassurance and comfort they need. They regularly praise children's achievements and encourage children to 'have a try' which helps to build on children's self-esteem and confidence as they persist at tasks well. Children gain good physical skills and enjoy daily opportunities to take part in active play. For instance, children enjoy climbing up the stairs to the slide and practise using the climbing wall as staff help them think about where they can put their hands and feet. Children develop independence skills in readiness for future learning. For example, staff work well with parents to help ensure that children are able to use the toilet and attend to their personal needs confidently, before they begin school.

Outcomes for children are good

Children are motivated in their play and make good progress in all areas of learning. Older children develop good literacy skills. For instance, they learn about the sounds that letters represent and how to write and recognise numbers. Younger children gain good physical skills in their creative play. For example, they confidently use scissors to snip paper and learn how to twist up and down glue sticks. Children gain good social skills and behave well. They develop an awareness their own and others' communities and traditions, to help extend their understanding of the wider world. This helps children to gains skills that prepare them well for their future learning.

Setting details

Unique reference number	120133
Local authority	Surrey
Inspection number	10084836
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 3
Total number of places	14
Number of children on roll	9
Name of registered person	West, Linda
Registered person unique reference number	RP905893
Date of previous inspection	22 March 2018
Telephone number	07760241309

Mytchett Pre-School registered in 1987. It is located in Mytchett, Surrey. The pre-school is open term time only. It operates Monday to Friday from 9.15am to midday. There are four members of staff who work directly with the children. Of these, one member of staff holds an early years qualification at level 5, two hold qualifications at level 3 and one is qualified to level 2.

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