

# Polesden Lacey Playschool

Oakdene Close, Bookham, Surrey KT23 4PT



<b>Inspection date</b>	1 April 2019
Previous inspection date	26 May 2016

<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 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

- Children learn skills that will help with their future learning. For example, children choose their own snack and pour their own milk and water confidently. When they are finished, they put their dirty dishes into a bowl. Children learn to be independent well.
- Staff teach children about healthy eating options and the effect food has on the body and how some foods are not good for your teeth. Children learn how to clean their teeth to keep them healthy.
- Children develop strong attachments both to staff and each other. Staff praise children and successfully build on children's developing self-esteem.
- The managers and staff have good partnerships with parents to help with children's continuing learning and development. For instance, staff share activities to help children in developing their early writing skills.
- Children are developing good communication and language skills. They are happy and confident and make good progress from their starting points.
- Sometimes, activities do not provide as much challenge as possible to support older children to make even better progress.
- The managers and staff have not yet fully developed the book area, so children can read, rest and relax in comfort during the session.

## What the setting needs to do to improve further

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

- consider ways of providing further challenge for older children to help them make even better progress
- improve the book area and make it more inviting for children to read, rest and relax in.

### Inspection activities

- The inspector viewed the premises and sampled documentation.
- The inspector observed the managers and staff interacting with children.
- The inspector interviewed the managers and carried out a joint observation of an activity with a manager.
- The inspector spoke to children and observed their activities.
- The inspector spoke to parents and took account of their verbal and written views.

**Inspector**  
Susan Allen

## Inspection findings

### Effectiveness of leadership and management is good

The managers and staff know what to do and who to contact if they have a concern about a child's welfare. Safeguarding is effective. The managers effectively support staff and identify any training needs to develop staff's skills and knowledge. For instance, after attending training, staff are better able to support children in recognising and managing risk and making judgements for themselves. The managers keep staff up to date with new legislation and practice well. Since the last inspection, the managers have increased support for children to learn to match sounds and letters correctly to support their early literacy skills. They have also improved the quality of adult engagement with children to extend their learning further during imaginative play.

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

The managers and staff teach children good mathematical skills. Older children begin to learn how to estimate. For example, children estimate how many jugs of water fill a container. Younger children learn to count and recognise number and quantity. The managers and staff teach children about technology effectively. For example, children use a computer to access different programs and begin to problem-solve when the computer is 'frozen'. Children learn how to use a touchscreen and how to search simple information. The environment is welcoming and inviting to children and parents, and staff are friendly. There is a variety of resources and children choose their own activities. Children play together well. For example, they work together to design a flag.

### Personal development, behaviour and welfare are good

The managers and staff are kind and positive role models, and children's behaviour is good. They provide a warm and nurturing setting where children's views are valued and respected. The managers and staff teach children about their own safety effectively. For example, children know how to use scissors safely and understand how to safely negotiate the outdoor balance beams. Children develop good attachments both to staff and each other. They are kind and considerate. For example, children share resources well and help each other. This is evident when, while negotiating the balance beam, a child shows another child how to hold his arms out wide for better balance. The managers and staff teach children about how the body works in fun ways. For example, during an obstacle race, children begin to understand how the heart works. They learn how the heart beats faster as they exercise and how, as they breathe, blood is pumped around the body.

### Outcomes for children are good

Children are developing good social skills. For instance, they visit the local shop and purchase goods. Children have lots of opportunities to develop their physical skills in the large outdoor area. They climb, explore natural resources, such as the orchard, and plant fruits and vegetables in the allotment. Children learn good skills in preparation for school. For instance, they learn how to recognise their names and learn early mathematical skills effectively. Children learn to take turns and share well. All children make good progress from their starting points.

## Setting details

<b>Unique reference number</b>	122572
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10066281
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Polesden Lacey Playschool Committee
<b>Registered person unique reference number</b>	RP518172
<b>Date of previous inspection</b>	26 May 2016
<b>Telephone number</b>	01372 453 162

Polesden Lacey Playschool registered in 2000. The nursery operates from premises within Polesden Lacey Infant School in Bookham, in Leatherhead, Surrey. The playschool is open during term time, Monday to Thursday from 9am to 3pm and on Friday from 9am to 12pm. The playschool employs nine members of staff. Of these, six hold appropriate early years qualifications at level 3 and one holds early years professional status. The nursery provides funded early education for two-, three- and four-year-old children.

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