

Young World Pre-School



Scout Headquarters, 121 High Street, Horsell, Woking, Surrey GU21 4SS

Inspection date	17 June 2019
Previous inspection date	23 May 2016

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

This provision is good

- Staff help children to gain good social skills and support their emotional well-being effectively. Children develop high levels of self-esteem and behave well. They learn how to play cooperatively, are kind and caring and develop strong friendships with each other.
- Staff work well with other agencies involved in children's care. They share relevant information to ensure that children who need additional support benefit from a consistent approach to their care. This helps to ensure all children, including those with special educational needs and/or disabilities (SEND), are prepared well for their future learning.
- Staff place a good focus on promoting children's speaking and listening skills. For instance, they teach children about the different names of dinosaurs and help children to pronounce these names correctly. Older children are confident and articulate communicators. All children make good progress in their learning.
- Children benefit from opportunities to be independent. Staff help them to manage some tasks for themselves. For instance, children relish taking responsibility for pouring their own drinks, changing their shoes and helping to tidy away toys and resources.
- Staff organise a good range of activities to motivate children's play. However, they do not routinely use opportunities to excite or sustain boys' interest in writing for a purpose.
- The management team does not use the supervision of staff practice to focus on developing the effectiveness of teaching to an outstanding level. At times, some staff do not challenge older and more-able children's learning and development.

What the setting needs to do to improve further

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

- maximise opportunities to support older children, particularly boys, to practise and develop their writing skills
- focus staff professional development opportunities on enhancing the quality of teaching even further, to provide older and the most able children with the challenge they need.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the provider.
- The inspector sampled a selection of the pre-school policies, looked at evidence of suitability of all staff, children's records and discussed self-evaluation with the provider.
- The inspector spoke with staff and children at convenient times during the inspection.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector
Tara Naylor

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff benefit from regular training to help them understand how to keep children safe, including from extreme views or behaviours. Staff know how to identify and report any child protection concerns, to maintain children's physical welfare. The management team works together to ensure it promotes a safe environment for children. For instance, managers complete robust recruitment procedures for new staff and ensure all staff at the setting are suitable for their roles, including on an ongoing basis. Staff receive regular support from the management team to ensure that teaching is good. Parents speak positively about the pre-school. They say that children enjoy their time at the setting and staff regularly share ideas of how they can support children's learning at home. Staff reflect on ways to improve on the setting. For instance, they have extended the range of resources they provide to help children learn about the different people and families in the wider world.

Quality of teaching, learning and assessment is good

Staff have a wealth of experience and use this to provide a good range of learning experiences for children. For instance, as staff help younger children to learn how to make dough, they broaden their mathematical skills. They give children time to think and answer the questions they ask, to help build on children's good thinking skills. For example, as children read the recipe card, staff encourage them to think about how many cups of flour they will need. They help children count the number of cups of flour they add, to match the recipe. Staff make regular observations of children's progress and accurately monitor this, in partnership with the management team. Staff plan for children's next steps in learning and share this information with parents. This helps to keep parents informed of their children's key achievements.

Personal development, behaviour and welfare are good

Children are polite and courteous and develop secure relationships with staff and with each other. Younger children develop good physical skills. They benefit from regular opportunities to be physically active. For instance, they confidently climb the steps to the slide and enjoy practising using the hula hoops. Staff supervise children effectively. They teach children how to keep themselves safe. For instance, as older children take part in creative activities, staff explain about the different temperatures of water. Older children say that 'hot water would hurt us', as they develop an understanding of why grown-ups need to do this part of the activity.

Outcomes for children are good

All children, including those with SEND, make good progress from their starting points. Children develop skills that ensure they are prepared well for their future learning, including their eventual move to school. Older children gain good communication and language skills. They concentrate well in activities and are keen to share their ideas and suggestions. Younger children gain good social skills and persevere in tasks. Girls develop good literacy skills. They begin to gain confidence in linking letters and the sounds they represent. Boys develop good physical skills, for example when they use wooden blocks to create enclosures for dinosaurs.

Setting details

Unique reference number	120330
Local authority	Surrey
Inspection number	10066243
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	34
Name of registered person	Bullard, Susan Jacqueline
Registered person unique reference number	RP907914
Date of previous inspection	23 May 2016
Telephone number	07774942627

Young World Pre-School registered in 1992. It is located in the Horsell area of Woking, Surrey. The pre-school is open from 9.15am to 12.15pm, Monday to Friday, during term time only. The pre-school receives funding for free early education for children aged two, three and four years. Four staff work at the pre-school. Of these, two staff hold an early years qualification at level 3.

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