

Inspection of Challengers Guildford

Stoke Park, London Road, Guildford, Surrey GU1 1TU

Inspection date: 24 September 2019

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

This unique setting has a very firm ethos and embedded culture to provide the best learning and play opportunities for all children. Staff constantly praise children for their successes and this helps them to build confidence in their own abilities and develop self-esteem. They are encouraged to try tasks by themselves to help them to build important independent self-help skills. Children with special educational needs and/or disabilities (SEND) receive targeted support towards their future progress and for the next steps in their development.

Staff use highly effective risk assessment processes that are adapted to ensure that children have safe and secure areas to play and explore at all times. Staff are attentive, caring and show a dedication towards their roles and responsibilities. Children settle quickly into the daily routines and show a strong bond with staff and immediately seek them out for reassurance if required.

Children are engaged and inquisitive in the learning environment and become excited to join in with planned activities. However, staff do not respond quickly to their emerging interests, such as helping them to express their own views and suggestions or to use simple technology to enrich their learning.

Staff help children to learn about their expectations for acceptable behaviour. Children are starting to recognise and control their own emotions and to be kind and respectful towards others.

What does the early years setting do well and what does it need to do better?

- Staff are well qualified and knowledgeable about how to support children's learning. They use good observations to plan for further challenges. The manager carefully monitors all children, including those with SEND, to help her to quickly identify potential gaps in their development. Information is shared with other professionals and agencies to provide children with a joined-up approach towards their future development.
- Partnerships with parents are strong and they are valued in contributing towards the next steps in their children's learning. Children and families with English as an additional language are fully supported to help them to gain a quick grasp of key words and vocabulary. Children enjoy learning about different cultures and countries from around the world to widen their experiences and awareness.
- Children have many opportunities to be physically active and to have access to fresh air and exercise. They negotiate their way around the soft-play areas and use the large-scale equipment to help them to learn how to take calculated risks in their play. Children are learning about healthy eating and making informed choices, as they explore different vegetables and investigate how they grow. This helps them to understand how they support their health and well-being.
- Staff receive high levels of support from the management team to help them to reflect on their own practice. They attend training and team meetings to plan for

their professional development to increase their knowledge and understanding. A recent course on literacy for boys has helped staff to think about how they can plan more effectively in all areas of the pre-school, to improve children's interactions and participation.

- Self-evaluation is used well to identify areas for change. Parents, staff and children contribute with their views. There are plans in place to improve the outdoor area to help children to have more sensory experiences in their play.
- Children are using mathematics in their play, as they count items, problem solve when completing jigsaws and work out where to place individual pieces. They are starting to group together similar items, such as by shape and colour.
- Children excitedly join in with planned activities to help them to build on further areas of their learning. Nevertheless, staff are not quick enough to respond to children's emerging interests or to give them enough time to respond with their own comments and suggestions.
- Staff help children to become curious in the play areas and resources they use. However, they do not provide as many opportunities to help children to develop their knowledge and skills in using technology, to maximise and enrich their learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff are highly trained and knowledgeable in how to protect the children in their care. There is an emphasis on constantly updating staff knowledge to prioritise their understanding of the wider aspects of safeguarding children, such as from extremist views. Staff are confident in how they would identify potential areas of abuse and the procedures they would use to report any concerns for a child's welfare. Recruitment and vetting procedures are robust to ensure the ongoing suitability of staff who work directly with children. Good policies and procedures are in place and reflect changes to recent local authority reporting requirements.

What does the setting need to do to improve?

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

- support staff to help them to quickly respond to children's emerging interests and to provide more time for children to express their own views and suggestions
- increase opportunities for children to develop their knowledge and skills in using technology, in order to maximise their learning experiences.

Setting details

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| Unique reference number | 122433 |
| Local authority | Surrey |
| Inspection number | 10066273 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children | 2 to 4 |
| Total number of places | 30 |
| Number of children on roll | 28 |
| Name of registered person | Disability Challengers |
| Registered person unique reference number | RP905373 |
| Telephone number | 01483230930 |
| Date of previous inspection | 29 June 2016 |

Information about this early years setting

Challengers Guildford is the headquarters of Disability Challengers who run a chain of play and leisure schemes for young disabled people across Surrey, Berkshire and Hampshire. Challengers opens for 50 weeks of the year, five days a week during term time and six days a week in all school holidays. The pre-school is open in term time from 9am to 3pm. The out-of-school provision operates between 3.30pm and 6pm Monday to Thursday and on Saturdays and during school holidays from 9.30am to 4pm. On Sunday, the setting opens for family sessions from 10am to 4pm. The setting employs 60 staff including the centre manager and deputy managers. For the pre-school, three staff members have early years degrees at level 6 and three have early years qualifications at level 3.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- The inspector conducted a learning walk with the manager and discussed the process of evaluation, how the curriculum for children's learning is planned and the current areas identified for improvement.
- The inspector observed the teaching and learning indoors and outdoors, and the impact this has on the development of the children. The inspector spoke directly to parents and took their views and written comments into consideration.
- The inspector entered into discussions with staff and the children at appropriate times. The inspector also spoke to staff about their knowledge of safeguarding and the procedures in place for reporting any concerns.
- The inspector completed a joint observation with the deputy manager and held a leadership meeting with the centre manager and an additional meeting with the head of service. The inspector also observed the after-school club and held discussions with staff members.
- The inspector sampled a range of documentation, including suitability checks, children's developmental records, recruitment files and staff supervisions and professional development plans.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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