

# Inspection of Seale Village Pre-School

Seale Village Hall, School Hill, Seale, Farnham GU10 1HY

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Inspection date: 26 September 2019

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children freely explore a wide range of activities and experiences in the well-equipped indoor and outdoor environments. They make independent decisions and confidently add additional resources into their play.

Children actively demonstrate an interest in the natural world and show curiosity as they safely explore. They tell visitors they are looking for acorns for squirrels, collect sticks and leaves and investigate the different textures with genuine interest. Children learn to use resources in different ways. They rub their sticks across large logs and explore different sounds.

Children show kindness and consideration to others. For example, they sharpen pencils and hand them out to their friends. Staff enhance children's communication skills well. They encourage children to discuss their drawings and follow children's interests, such as to hunt for insects. Children actively discuss what they find with enthusiasm. They excitedly look under logs and peer into holes in trees, fascinated with the world around them.

Children have wonderful opportunities to practise their physical skills. They test out their abilities, for example climbing across fallen trees and swinging on ropes. Younger children successfully negotiate space around them. They happily transport water around the garden, sit on tricycles and ride around the outside area.

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

- Staff ensure children are given many opportunities to develop their independence and self-help skills. For example, children collect their own plates ready for their lunch and pour their own drinks. They wash and dry their hands competently. Staff foster opportunities to enhance children's understanding of personal hygiene, such as how germs can make children poorly.
- The well-qualified manager and provider demonstrate a dedicated commitment to making ongoing improvements and set clear targets to make positive changes for children. For example, they have enhanced the outdoor play area to ensure children can access fresh air and, in addition, quiet time to read books. The manager and provider actively seek the views of parents. For instance, they have recently extended the opening hours to meet the needs of families in the community.
- Staff monitor children's progress accurately. They actively involve parents and keep them well informed about their children's progress. This is demonstrated through daily discussions and detailed observations on the online system. This means that any gaps in learning are addressed and closed swiftly.
- Children are happy and settled in the pre-school. They have nurturing and close

relationships with staff. These significantly enhance children's emotional well-being. Children greet the staff with hugs on arrival in the morning. They eagerly engage in activities with their friends and explore the environment with confidence. All children and families are welcomed, respected and valued.

- Staff promote effective partnerships with other providers. They work together to promote consistency for children and families, for example supporting children when working with outside agencies. Additionally, staff share information with school teaching staff, such as a summary of children's progress.
- The provider and manager carefully plan opportunities for staff to enhance their skills and knowledge, for example, through targeted training sessions. However, they do not monitor staff performance precisely enough to identify where further support is needed, to ensure all staff deliver teaching at the highest levels.
- Staff have a good understanding of how children learn and what they need to learn next. They complete regular observations and include children's interests in their daily flexible plans. Children gain the skills and knowledge they need to support the next stage in their learning and the eventual move to school.
- Children are imaginative and recreate scenes during the day. For example, they add cars into sand play and discuss the marks and patterns they make. When it starts to rain, they work as a team and create a 'dinosaur swamp'. However, on occasion, staff interrupt children and do not give them time to explore for themselves and test out their own ideas.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good understanding of child protection issues. The provider and manager place a great emphasis on safeguarding and the welfare of children. Staff attend regular training in this area and discuss safeguarding daily. They are knowledgeable and confident in their ability to respond appropriately to any concerns they may have about a child's welfare and safety. Comprehensive policies and procedures support staff in taking swift action effectively. For example, daily safety checks and risk assessments ensure that children play in a safe environment and are not exposed to risks.

## **What does the setting need to do to improve?**

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

- strengthen arrangements for the monitoring and coaching of staff to focus more closely on raising the quality of teaching to the highest levels; with particular reference to ensuring children are given time to problem-solve and to follow their own ideas.

## Setting details

<b>Unique reference number</b>	EY550017
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10124462
<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>	1 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	L And S Childcare Ltd
<b>Registered person unique reference number</b>	RP550016
<b>Telephone number</b>	07825 369201
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Seale Village Pre-School registered in 2017. It is situated in Seale, near Farnham, Surrey. The pre-school is open term time on Monday and Friday from 9am to 3pm, and on Tuesday, Wednesday and Thursday from 9am to 3.30pm. The pre-school employs eight members of staff. Of these, two hold qualifications at level 6, two hold relevant qualifications at level 5 and three hold relevant level 3 qualifications. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jane Franks

## Inspection activities

- The inspector, manager and provider completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspector carried a joint observation with the manager and provider.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the setting's documents. This included evidence about staff suitability and training.
- A meeting was held between the inspector, the provider and the manager.

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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