

# Inspection of Churt Community Preschool

Village Hall, Crossways, Farnham GU10 2JA

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Inspection date: 8 October 2019

<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 enjoy their time at the setting and experience a wide range of learning opportunities in and out of the learning environments. They gain a good understanding of the importance of healthy eating. For example, they independently help to prepare a range of fruit for snack. Staff build on children's ideas and interests well. For example, children who are excited about a story to hunt a bear, go on to act out the story and bring their imaginations alive. Children have good opportunities to be creative. They enjoy making patterns and prints in interesting ways, such as using vegetables in paint. All children are independent. They freely choose their own play and activities and complete their own tasks with confidence, such as finding their belongings. Staff use additional funding to support children to reach their full potential, such as providing additional sessions at the setting. The manager and staff support all children to make good progress, including those with special educational needs and/or disabilities (SEND). Staff plan individually for children to ensure that they meet their full potential. Staff liaise closely with outside agencies, such as speech and language professionals, to maintain continuity in care.

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

- Children are settled, confident and happy at the setting. They have a good sense of belonging and positive levels of well-being. Staff know children's interests, abilities and routines and meet children's individual needs suitably. Overall, children behave well. However, staff do not consistently encourage children to follow and understand all the rules, including the importance of having good manners and being polite.
- Staff establish positive relationships with parents and keep them informed about their children's learning. For instance, they routinely share helpful tips with them, such as healthy eating ideas.
- Children have good opportunities to develop their early literacy skills to support their future learning. For example, children have access to a wide range of print and recognise letters in their name. Children 'write' down their ideas in role-play activities.
- Children enjoy a wide range of singing and are confident to communicate their ideas. For instance, they are keen to initiate songs and sing with confidence. Staff support children to develop good communication skills. They sensitively reinforce the correct pronunciation of words in positive interactions with children.
- There are good opportunities for children to develop and challenge their physical skills. For example, they balance and climb on larger equipment at regular trips to the park. Children negotiate space as they manoeuvre their bicycles around cones with confidence.

- The manager and staff establish positive partnerships with other early years professionals. They share children's achievements regularly with other staff at settings they also attend. This helps provide children with a good, consistent approach to their shared care and learning opportunities.
- The manager and staff evaluate their practice together effectively. For instance, they reflect on how well the day's events have motivated children. They use their findings to support their future activity plans. The manager regularly observes staff practice and holds individual meetings to discuss their performance. However, she does not make the most out of ways to ensure that all staff fully embed and follow the policies and procedures, such as hygiene routines, consistently.
- All staff are keen to build on their skills and knowledge and attend training beneficial to their practice. For instance, they have learned about the different ways to support children to develop their listening and speaking skills.
- Staff have a good knowledge of the curriculum and ensure that they provide children with the skills they need to succeed. All children, including those who speak English as an additional language, make good progress. For instance, staff develop children's understanding and respect of other people's similarities and differences. They learn about traditions of other countries, such as Swedish maypole dances and learn key words like 'hello' in Swedish.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have good knowledge and understanding of the child protection policies and how to keep children safe and protect their welfare. This includes knowing who to contact to seek advice and raise and follow up any potential concerns. Staff keep children safe, including on trips and outings. For example, children wear high visibility jackets and discuss the importance of staying together and within sight of the staff. The manager ensures that all staff and parents fully understand how to keep children safe online and she shares helpful leaflets and information to support their knowledge even further.

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

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

- extend children's understanding of the importance of being consistently polite to develop their understanding of what is expected of them even further
- ensure staff follow procedures to maintain the good practices and health and hygiene of children consistently.

## Setting details

<b>Unique reference number</b>	EY548883
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10124457
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	37
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Churt Community Preschool Partnership
<b>Registered person unique reference number</b>	RP548882
<b>Telephone number</b>	07387861866
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Churt Community Preschool registered in 2017. It is located in a village hall in Farnham, Surrey. The setting is open Monday to Friday from 9am until 3pm, except Tuesdays when the setting is open 9am to 1pm, term time only. The setting receives funding to provide free early education for children aged three and four years. The setting employs six members of staff, all of whom hold relevant early years qualification at level 3 or above. This includes two members of staff who have a level 4.

## Information about this inspection

### Inspectors

Kelly Hawkins

Tracy Bartholomew

## Inspection activities

- The inspector observed the staff interacting with children and carried out a learning walk with the manager. She assessed the impact interaction and learning opportunities have on children's learning.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector looked at written documentation, including safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff, and considered their views.
- The inspector carried out a joint observation with 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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