

Inspection of Newdigate Pre School

Village Street, Newdigate, Dorking, Surrey RH5 5DJ

Inspection date:

7 November 2019

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The new managers are determined to provide a rich learning environment for all children, which is a vision they share equally with their staff team. Staff provide exciting activities that support children's emerging interests. For instance, children use cutters to slice play dough into segments as they concentrate for extended periods of time. Children are eager to explore and investigate their surroundings as staff provide a stimulating outdoor environment. For example, they curiously look at toy animals that they have scooped from the water tray. Staff sensitively support children to extend their play as they talk to them about what they are doing. Children happily express their excitement for baking pretend cakes for friends, for instance, supporting their imaginations. Children behave well. Managers have implemented a range of new initiatives to support children to manage their own behaviour. For instance, children use large sand timers independently so that their peers know when it is their turn to use a toy. Children are kind, respectful and use good manners. Managers provide opportunities for children to learn about the world around them. Children enjoy scavenger hunts as part of regular off-site nature activities, for instance, which allows children to evaluate risks.

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

- The managers are keen and passionate. They have a drive for improvement and are evaluating their practice well. They have recognised from their observations the need to adapt the environment to ensure children are highly engaged. For example, managers created a construction area to focus children's learning and improve outcomes.
- Managers enthusiastically work alongside their staff, supporting practice. They know their staff well and have supervisions in place to improve professional development. However, managers need to develop supervisions further so that they focus on raising staff's knowledge and skills.
- Managers understand the need to support staff's well-being. They have adapted the way staff plan, for example, and this has improved staff members work-life balance.
- Staff offer praise and encouragement well. Children are happy and settled, and have formed strong relationships with the staff. Children enjoy cuddles and attention, for example, which helps them feel secure.
- Children adopt positive attitudes towards learning as they have a go at activities. They persist as they work out how to hold scissors to make snips in paper and concentrate as they use a tripod grip to make marks, for example, preparing them for the next stages of their learning. However, staff need to adapt activities for different age groups, offering appropriate levels of challenge, and raising standards to the highest possible level.
- Staff incorporate mathematical language into play. Children confidently count

the number of wheelbarrows there are, explore volume as they pour water into plastic containers and extend their understanding of shapes as part of a sticking activity.

- Staff nurture children's language skills well, providing a narrative as they play. They model sentence building and introduce new words, such as 'reverse' when talking to older children about cars moving backwards. They explain their meaning clearly using demonstrations.
- As staff play alongside the children, they use effective questions to sustain children's motivation to learn. However, on occasions staff do not seek opportunities to fully extend children's learning by encouraging them to share their own thoughts and ideas.
- Children have good opportunities to develop their independence skills. Older children confidently pour milk from jugs and hang up their own coats, while the youngest children show perseverance as they put on their shoes.
- Children can choose when they want to be outside in the fresh air. They eat nutritious meals and learn about healthy options. For example, staff use the social snack time to talk about why oranges make their bodies healthy.
- Parents talk highly of the preschool. They are kept well informed through an electronic communication system, regular discussions and newsletters. This supports parents to extend their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The designated lead person for safeguarding has a secure understanding of her role. The managers and staff have a clear understanding of the possible signs of abuse and their responsibilities to protect children. They know exactly what they need to do if they have a concern about a child in their care and the procedures to follow. They effectively complete daily checks to ensure children are cared for in a safe environment. The managers implement thorough recruitment procedures to check staff are suitable to work with children.

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 recognise when to adapt activities to offer a greater level of challenge to reflect the interests and abilities of all those taking part
- provide more opportunities for children to share their thoughts and ideas to develop their critical thinking skills
- develop staff training and supervisions further to raise staff's knowledge and skills to the highest level.

Setting details

Unique reference number	122674
Local authority	Surrey
Inspection number	10128675
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	29
Name of registered person	Newdigate Pre-School Committee
Registered person unique reference number	RP904850
Telephone number	01306 632882
Date of previous inspection	18 April 2016

Information about this early years setting

Newdigate Preschool registered in 1995 and operates in Dorking, Surrey. The preschool opens from Monday to Friday for 38 weeks of the year. Sessions are from 9am until 3.20pm, term time only. It employs five members of staff, all of whom hold appropriate qualifications from level 2 to level 6. The preschool receives funding to provide free early education to children aged two-, three- and four-year-old children.

Information about this inspection

Inspector

Adam Hawes

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- Discussions were held with the managers, staff and parents.
- The inspector reviewed relevant statutory documentation, staff qualifications and policies used by the preschool.
- A joint observation was carried out by the inspector and a manager.
- During a learning walk, the inspector and a manager discussed how the early years provision was organised and how the manager plans the curriculum and experiences for children.

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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