

Inspection of Bagshot Pre-School

Methodist Church Hall, 94 London Road, BAGSHOT, Surrey GU19 5BT

Inspection date: 14 January 2020

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 small and dedicated team is committed to ensuring that the children in their care make the best possible progress. Children are happy and secure. Staff make good use of the risk assessment process to help to provide children with a safe environment. Families are supported and respected as a large part of their children's achievements and future progress. Parents comment on the individual attention that each staff member provides for their children and that they feel part of a large family. Children are confident, independent and are encouraged to try to do things by themselves. For instance, all resources are stored to provide children with the choice to build on their own interests and likes. However, the organisation and placement of books does not fully encourage children to use them on a daily basis in their play. Also, there are limited quiet areas to help children to have time away from the busy learning environment if required. Overall, children behave well. Staff use good routines and boundaries for behaviour to help children to learn about expectations. Children who display more challenging behaviour receive consistent explanations to build further on their skills and increasing understanding.

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

- Children are making good progress. The manager and the staff team precisely track and monitor their development to plan for their future learning. This helps to identify potential gaps and provide children with additional support if required.
- The manager uses the process of self-evaluation well. There are firm plans in place to continuously raise the quality of all areas of the pre-school to higher levels. The views and comments of parents, children and the staff team are used to help identify further areas for improvement and change.
- Children are learning about the wider world around them. They are kind and caring and display increasing levels of empathy as they start to recognise the needs of others. Children are developing a keen sense of community on their outings, to help them to recognise the differences and similarities between themselves and others and have regular access to fresh air and exercise. They enjoy their trips to the local supermarket to pick vegetables for cooking at pre-school to help them to learn about healthy eating.
- The manager has high expectations for the children and the staff team. Staff access regular training and supervision meetings to help them to become even more reflective and to improve on their practice. Recent training on managing challenging behaviour has helped the staff to implement more strategies to support children who require additional help in this area of their development.
- Children with special educational needs and/or disabilities, children who have English as an additional language and those who receive funding make encouraging progress. Partnerships with other professionals are very effective

and provide children with a joined-up approach towards the next steps in their development.

- Staff take time to listen to children and this helps to support their communication and language development. Children enjoy involving staff in their discussions as they play and staff use these important opportunities to introduce more vocabulary. The pre-school has a wide array of books to help children to develop a love of stories. However, staff do not organise or present them in an effective way to fully encourage children to independently access them in their play.
- Children have access to large learning spaces and many exciting resources and activities to support their changing interests. They have opportunities to build on their physical development both indoors and outdoors. However, children have no access to a quiet space should they require time away from the busy environment throughout the day to support their emotional well-being.
- Children are creative and imaginative. They enjoy tying large scarves to create 'princess cloaks'. Children spend lots of time creating their own drawings and are starting to use their memory and early literacy skills as they try to write the letters of their own names. Staff help children to explore early mathematics in their play. For example, they help children to solve problems such as balancing large and small wooden blocks on a stand.

Safeguarding

The arrangements for safeguarding are effective.

The manager plans precisely for the training of staff to help to keep their knowledge of changes in the safeguarding of children up to date. Staff are vigilant in their role in protecting the children in their care. They are confident in how they would identify potential signs of abuse and the procedures they would use to report concerns. Robust recruitment procedures are used well to ensure the suitability of staff who work directly with the children. Staff use good risk assessments when on outings to help to provide secure environments that children can explore and investigate safely.

What does the setting need to do to improve?

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

- review the organisation and placement of books, to encourage and support children to use these more readily in their play and learning
- create a quiet space for children to have time away from the busy learning environment if required, to support their emotional well-being.

Setting details

Unique reference number	119937
Local authority	Surrey
Inspection number	10066233
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	18
Name of registered person	Michel, Susan
Registered person unique reference number	RP905446
Telephone number	07840178030
Date of previous inspection	8 June 2016

Information about this early years setting

Bagshot Pre-School registered in 1993. It is located in Bagshot, Surrey. It operates Monday to Friday, from 9am to 1pm, during term times only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. Five members of staff work with the children. Of these, one holds a level 4 qualification, two staff members hold level 3 qualifications and one staff member holds an early years qualification at level 2.

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 comments into consideration.
- Discussions were held 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 manager and the inspector completed a joint observation. The inspector held a leadership meeting with the manager.
- A range of documentation was sampled, including suitability checks, professional development plans and supervision records.

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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