

Inspection of Whizz Kids Pre-School

Ashford Park Primary School, Station Crescent, ASHFORD, Middlesex TW15 3HN

Inspection date: 2 March 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are eager to start their day as they are warmly welcomed by staff. The enthusiastic leadership team is committed to providing an inclusive environment for all children and their families. The key-person system is securely in place and staff have a good knowledge of their individual key children, including their development, care needs and what makes them unique. Children demonstrate friendly behaviour and make good relationships with other children. The caring staff spend plenty of time playing with the children in a positive way. They build strong bonds with children, who are happy, settled and secure. Children are keen to engage with staff. They confidently make choices and enjoy playing with toys that capture their interest and imagination.

Leaders and staff have high expectations of all children and this is reflected in their practice. They monitor the overall progress that all children make. This enables them to identify any gaps in children's learning. Leaders support staff effectively in implementing plans to help children to catch up if necessary. They work effectively with other professionals involved in children's care, to ensure that any child who needs additional help quickly receives the support they need to enable them to progress. All children, including those with special educational need and/or disabilities, have a positive attitude to learning and make good progress from their starting points.

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

- Children behave well. Staff act as good role models. They provide effective guidance and strategies to promote children's positive behaviour and well-being. Children cooperate well with others, know how to resolve conflict, and have a good understanding of the impact that their behaviour has on others. They interact very well with other children, show high levels of imagination, retell familiar stories and act out their experiences during role play.
- There is a strong focus on mathematical development, and children have numerous opportunities to explore numbers, shapes and measures as they play. For example, during role play, children delight in making porridge using small, medium and large pans, and they have many opportunities to categorise items by size and quantity during everyday activities.
- Staff are very dedicated and committed to their roles. They interact well with children and provide a range of activities that promote children's enjoyment and learning effectively. However, occasionally, large-group activities are not consistently well organised. This leads to some younger children losing interest, and therefore they do not benefit fully from the learning experience.
- Children's communication and language skills are supported very well. Staff continually talk to children, encourage them to describe what they are doing and

extend their vocabulary further, for example by introducing new words. Older children speak with increasing confidence. For instance, when listening to familiar stories they describe in detail what they see and accurately predict what might happen next.

- Staff place a good focus on children's personal development. Children enjoy playing in the well-resourced garden. They learn about the importance of being physically active and use apparatus with confidence. Staff encourage them to take some risks as they play, and children learn to assess risks for themselves. For example, as children use scissors, they identify that they must be careful as these are sharp.
- Although staff provide enjoyable activities that motivate children to join in, they do not always consider children's existing level of understanding when interacting with them. Subsequently, they do not consistently challenge children at the highest level to extend their knowledge and skills even further.
- Leaders focus well on staff's well-being. Staff supervision meetings enable them to support staff in their continuing professional development. This ongoing support contributes to the development of a stronger and more confident staff team.
- Partnerships with parents are good overall. Leaders take a proactive approach to ensuring that all children and their families feel welcome. For example, they provide newsletters in several languages so that all families benefit from information regarding children's activities, which contributes to them supporting children's learning at home. However, leaders have not explored ways to provide parents with opportunities to contribute to the self-evaluation of the setting.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff keep their safeguarding knowledge up to date through regular training. Leaders and staff understand their responsibilities in helping to keep children safe. For example, effective staff deployment ensures that children are very well supervised. Leaders and staff know how to recognise signs that children may be suffering from abuse and/or neglect. Staff have a good understanding of wider safeguarding issues and are clear about the setting's reporting processes. The procedures for recruitment are robust and leaders monitor the ongoing suitability of staff. Staff undertake daily risk assessments and check that the setting is safe and secure for all children.

What does the setting need to do to improve?

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

- enhance staff's understanding of children's existing knowledge and skills, to enable them to build on children's learning to the highest level as they engage in

their play

- review the organisation of large-group activities to help keep all children focused and engaged in their learning
- strengthen the opportunities for parents to share their views on the setting and contribute to its continual improvement.

Setting details

Unique reference number	EY368363
Local authority	Surrey
Inspection number	10108679
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	46
Name of registered person	Clough, Charlotte
Registered person unique reference number	RP512429
Telephone number	01784250655
Date of previous inspection	28 April 2015

Information about this early years setting

Whizz Kids Pre-School registered in 2008 and is situated in the grounds of Ashford Park Primary School, in Ashford, Middlesex. The pre-school is open Monday to Friday from 9am to 3.30pm, during term time only. Children can attend mornings, afternoons or all day. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs a team of seven staff. All staff hold appropriate early years qualifications at level 3 and above.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- The inspector observed the quality of teaching and interactions during activities indoors and outdoors, and assessed the impact this has on children's learning.
- Discussions took place with parents, staff and children throughout the inspection. The inspector took account of the views expressed.
- The inspector completed a tour of the premises with the manager. They talked about how the provider organises the nursery and the play and learning experiences they provide for children.
- The inspector discussed with the manager how staff update their skills and how the team evaluates the quality of the provision.
- The inspector checked evidence of staff suitability and discussed recruitment procedures with managers.

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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