

# Inspection of Addlestone Preschool

Ongar Place First School, Milton Road, Addlestone, Surrey KT15 1NY

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Inspection date: 30 November 2021

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Outstanding

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

### **The provision requires improvement**

Overall, children enjoy their time at the nursery although the curriculum is not always implemented robustly. Children are happy, settled and work together cooperatively with their friends. For instance, they patiently waited for their turn when they played a group singing game, 'The farmer's in his den'. Children learn about how things work and anticipate what might happen during experiments. For example, when combining ingredients, such as bicarbonate of soda and vinegar. They smile and squeal with excitement during music and movement activities and play energetically outdoors. Children persist during all activities. For example, they used wrapping paper and sticky tape to wrap objects as pretend Christmas presents and 'write' labels with their name. However, children's concentration during self-chosen activities was frequently disrupted by adult-initiated activities and routine events.

Children develop a great interest in books. For example, they listened to a story about a witch and watched a magician performing on a large tablet. Then they used their imagination to create 'spells' and make their own book. Children borrow books to take home to read with their parents and learn how to use library systems during role-play activities. They talk confidently with staff and their friends and learn the meaning of new words. Children enjoyed an outing to a woodland area within the school grounds, where they acted out a favourite story about a bear hunt. Children are challenged in their learning and development. They are active, enthusiastic learners. However, required written assessments for children aged two years are not completed.

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

- Children are provided with an ambitious broad curriculum that includes a wide range of interesting activities and experiences. However, managers do not coach and support staff to implement this sufficiently well enough to help them understand when to give children more time to finish their chosen tasks. Staff frequently interrupt children who are engrossed in their play to move them on to another activity. This is disruptive to children's learning.
- Staff share information with parents about any gaps in their children's development. They work in partnership with other agencies already involved with children to move them on in their learning and development. However, managers do not make sure that staff complete the required progress checks for two-year-old children. This means that not all children receive the support they may need from other agencies in a timely way.
- Staff discuss and share information about children's individual needs. They know all the children well and work together as a team to support children's next steps for learning.

- Staff encourage children to do as much as possible for themselves to develop their independence. For instance, at mealtimes, children learn to clear away their plates and put any waste in appropriate re-cycling containers. They learn how to stay healthy. For example, when using a hand sanitiser station.
- Staff work closely with parents to provide children with continuity of care and learning. For example, to support children with toilet training and to help them to develop social skills and learn how to manage their feelings and behaviour. Children develop the skills they need for the future.
- Staff focus strongly on supporting children's language skills and vocabulary. They are positive role models for children and provide them with lots of individual support. For example, to help children learn to take turns and share during activities. This includes children with special educational needs and/or disabilities and children who speak English as an additional language.
- Staff support children to learn about different cultural and religious celebrations. For example, children watch real life celebrations, such as Diwali and Chinese New Year on a large tablet and listen to staff reading books about the meaning of these events.
- Since the last inspection, the pre-school building has been rebuilt. The outdoor play area now provides children with good physical challenge. Staff have obtained lots of new resources, including a climbing frame, slide and a see-saw that encourage children to work together.
- Staff have improved and extended the opportunities for children to learn about their community and understand the world. For example, they take children on outings to a food bank, bakers, dentist and to an allotment. Children enjoy planting vegetables, which once grown, they pick and eat at snack time.

## Safeguarding

The arrangements for safeguarding are effective.

The chair of the committee has not informed Ofsted about changes to members of the committee. Therefore, checks have not been completed by Ofsted for all committee members to ensure they are suitable for their roles and responsibilities. This does not compromise children's safety as they are supervised well by staff at all times. Managers and staff have a good knowledge and understanding of safeguarding policies and procedures. All staff complete safeguarding training, including the 'Prevent' duty. They know what to do if they are concerned about a child's safety and well-being.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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ensure Ofsted is notified of changes to members of the committee, so that checks can be completed to confirm that they are suitable for their roles and responsibilities	04/01/2022
ensure the required progress checks for two-year-old children are completed for all children.	04/01/2022

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

- coach and support staff to further evaluate the implementation of the curriculum, so that children's learning is not interrupted by routine events and adult-initiated activities.

## Setting details

<b>Unique reference number</b>	160624
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10128572
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Addlestone Pre-School Committee
<b>Registered person unique reference number</b>	RP905289
<b>Telephone number</b>	01932 851744
<b>Date of previous inspection</b>	23 September 2015

## Information about this early years setting

Addlestone Preschool registered in 1986. The pre-school is located in Addlestone, Surrey. It is open each weekday during term time, from 9am to 3pm, except on Fridays when it closes at 12 midday. The pre-school is in receipt of funding for the provision of free early education to children aged two, three, and four years. There are five members of staff, four of whom hold relevant qualifications at level 3 and one holds a level 2.

## Information about this inspection

### Inspector

Cathy Greenwood

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk with the deputy manager to discuss the curriculum intent.
- The manager and the inspector completed a joint observation together.
- The inspector talked with children, parents, staff, and managers during the inspection.
- The inspector provided feedback to the chair of the committee and 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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