

Inspection of Fernhurst Pre-School

Haslemere Road, Fernhurst, Haslemere, Surrey GU27 3EA

Inspection date: 4 April 2022

Overall effectiveness

Good

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are extremely happy and settled and behave exceptionally well. During the inspection, they helped to tidy up the resources and said 'shall I help you?' when they joined other children at a modelling dough activity. There are high expectations for all children to achieve. Children are very active, inquisitive learners. They independently choose resources and keep on trying to achieve what they set out to do.

Children have an abundance of interesting resources, which inspire them to play, particularly outdoors. For instance, they enthusiastically used water, fresh herbs, and other natural resources to make a pretend cake in a mud kitchen. They learned about life cycles while looking at real tadpoles, caterpillars and duck eggs and used this information to draw and paint pictures.

Children develop excellent pre-reading and writing skills. They often choose to listen to stories and use books to remember and talk about the sequence of events in a story. Children listen very attentively during large-group activities and develop a wide range of vocabulary. For instance, they watched a member of staff showing them how to use a yo-yo, and named words that begin with the same sound, such as yacht and yogurt.

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

- The manager has not notified Ofsted about changes to committee members to ensure all necessary checks are completed. However, committee members do not have any unsupervised contact with children in the pre-school, which minimises any potential impact on their safety and well-being.
- Staff provide a highly ambitious curriculum. They support all children to develop an extensive range of skills, which prepares them exceptionally well for future learning. For example, when children decide to make a 'beanstalk' using connecting pegs, staff encourage them to remember and talk about the story. They ask children questions that support their mathematical development very well.
- Staff consistently use children's individual interests to extend their learning and provide excellent challenge. For instance, in response to children's interest in building things, they have provided additional accessible resources in a log store to support this learning. They show children photos of past activities and use their comments to continually adapt and improve the excellent resources and learning environment.
- Staff have an exceptional knowledge and understanding of children's individual needs. They provide children with excellent role models, particularly in relation to their positive communication and interaction with children. Staff patiently

meet children's individual emotional needs and help them learn how to behave appropriately.

- Staff skilfully support children's communication and language development. They successfully develop children's confidence to ask questions and share what they know. For instance, children said 'the ducklings are growing' when staff shone a torch on an egg taken from an incubator.
- Staff provide an exceptional range of resources that inspire children to make discoveries and learn. They show them how to use the resources and give them time to practise what they learn. For instance, children learn how to operate a bubble machine and how to work with their friends to balance a see-saw airplane.
- The manager and staff regularly share information with parents to meet children's individual needs. They know all the children very well and are highly dedicated to helping them make the best possible progress.
- The special educational needs coordinator has an extensive understanding of her role and responsibilities. She gives top priority to pursuing early intervention for children. As a result, children receive the additional support they need from staff and other agencies to reduce gaps in their learning. For example, in their speech and language development and to develop their self-confidence.
- The manager works closely with the school, where the pre-school is located. She organises time for children to visit the reception class they will attend, where they get to meet their new teachers. Parents state that staff provide a nurturing environment and their children's move to school 'is seamless'.

Safeguarding

The arrangements for safeguarding are effective.

Staff teach children how to stay safe, for example about how to cross roads, whittle sticks and build dens safely during forest school activities. The manager and staff have a good knowledge and understanding of safeguarding policies and procedures. They know what to do if they are concerned about a child's safety. The designated safeguarding lead works well in partnership with parents and other agencies to support families and keep children safe. Staff have an exceptional knowledge and understanding all all children's individual needs. During the COVID-19 pandemic, the manager obtained food donations from local supermarkets, which she delivered to children and families in need to support their good health and well-being.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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provide Ofsted with the necessary information about new committee members to enable suitability checks to be completed.	26/04/2022
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Setting details

Unique reference number	EY409027
Local authority	West Sussex
Inspection number	10228067
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	32
Name of registered person	Fernhurst Pre-School
Registered person unique reference number	RP522731
Telephone number	01428 652 579
Date of previous inspection	3 November 2016

Information about this early years setting

Fernhurst Pre-School registered in 2010. It is located in Fernhurst, Surrey. The pre-school opens Monday to Thursday from 9am to 3pm, and on Fridays from 9am to 12 midday, term time only. The setting receives funding to provide free early education to children aged two, three and four years. There are five members of staff employed, one of whom holds an appropriate level 6 qualification, one holds a level 5 qualification and three hold level 3 qualifications.

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 talked with parents to seek their views about the pre-school.
- The inspector talked with children, staff, the manager and the chair of the committee.
- The inspector completed a learning walk and a joint observation with the manager.
- The inspector observed children taking part in activities, indoors and outdoors.

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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