

Inspection of Minus Five Preschool

The Pavillion, Victory Park, Addlestone, Surrey KT15 2EW

Inspection date: 20 April 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive happily at the pre-school and are greeted with great warmth by staff. The manager recognises the impact of the COVID-19 pandemic on children's social development. She adapted the settling-in process to make sure it is tailored to children's individual needs. As a result, children show high levels of self-confidence and secure attachments with staff, who place a high priority on supporting their emotional well-being.

Children settle quickly into their self-chosen play because staff consider their individual needs and interests when setting up the environment. They relish playing together and with staff in the role play 'food truck' and 'supermarket'. Children busily prepare orders for smoothies and snacks. They learn about healthy lifestyles as they buy real fruit from the supermarket and later help prepare this for their snacks. Children behave with kindness and warmth towards each other. For example, they alert staff if one of their friends is upset. Children sit in the 'library' area reading books together and take it in turns to share their favourite stories.

Leaders and staff demonstrate a strong ethos in wanting all children to achieve to the best that they are capable of. As a result, all children, including those in receipt of additional funding, and those with special educational needs and/or disabilities thrive at the pre-school and make good progress in their learning.

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

- The experienced and well-qualified staff have a good understanding of how to support children's learning. They undertake regular assessments of their key children's development. Staff share what children need to achieve next across the team to ensure continuity of learning. However, at times, they could consider how to organise the environment and deliver activities to make sure that children are consistently engaged in meaningful learning.
- Staff interact positively with children as they play, to encourage them to work things out for themselves and extend their learning. For example, staff recognise children having fun racing cars down ramps and introduce new resources to enhance their play. Children concentrate as they work out how to fit guttering pipes together to make sure cars land in a specific marked spot underneath.
- There is a strong focus on supporting children's speech and language development. Staff speak constantly to children as they play. They ask questions and allow children ample time to think and express themselves. Children love listening to familiar stories in a group. They excitedly shout out phrases from their favourite stories. Staff pronounce words clearly, read animatedly to children, and ask questions to draw them into the story.
- Children develop strong independence skills from a young age. They know

where to find tissues when staff remind them to wipe their own noses. Children know to wash their hands after using the toilet. Staff provide opportunities for children to take on responsibilities, such as helping to wash and prepare fruit for snack time. Children relish in these tasks and enjoy the warm praise they receive.

- Staff feel well supported and receive regular supervisions with their manager. There is a strong focus on supporting their professional development. The manager encourages them to take on extra responsibilities and undertake training to enhance the quality of education. Staff reflect on the quality of the provision weekly as a team with the manager.
- Partnerships with parents and other professionals involved in children's learning are very positive. There are strong links with local speech and language therapists to make sure children with delays in their speech receive targeted support at the earliest opportunity. Parents speak highly of the staff and how much they care about children and families' well-being. They are regularly informed about the progress their children make and how to support their children's learning at home.
- Children play in harmony together. Staff provide clear and consistent guidance about expectations for behaviour. As a result, children understand the importance of sharing and taking turns. They listen and follow instruction very well, which helps them in readiness for school.
- Staff provide daily opportunities for children to play and learn outdoors. Children thoroughly enjoy the adjoining play park. They develop strong physical skills as they climb, balance and slide on the apparatus under the close supervision of staff. However, children who attend the afternoon sessions do not consistently benefit from the same opportunities as those who attend in the morning.

Safeguarding

The arrangements for safeguarding are effective.

Staff undertake regular safeguarding training to keep their knowledge and understanding up to date. They have a good understanding of the signs which could indicate a child is at risk of harm, and the procedures in place to keep children safe. There are robust recruitment processes in place to make sure that staff are suitable to work with children. Leaders undertake regular checks to be assured of the ongoing suitability of staff. Staff make sure the premises are safe for children to play in. They thoroughly risk assess the adjoining park prior to children playing there, to make sure any hazards are minimised or removed.

What does the setting need to do to improve?

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

- enhance the organisation of the environment and delivery of activities so that

children are consistently engaged in challenging and meaningful learning

- review the provision for outdoor activities so that children who attend afternoon sessions are consistently provided with daily opportunities to play and learn outdoors.

Setting details

Unique reference number	120127
Local authority	Surrey
Inspection number	10237608
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	18
Number of children on roll	27
Name of registered person	Minus Five Pre School Committee
Registered person unique reference number	RP519683
Telephone number	01932 820811
Date of previous inspection	6 June 2017

Information about this early years setting

Minus Five Preschool registered in 1992. It is located in the Pavilion in Victory Park, Addlestone. The pre-school is open during term time from 9am to midday Monday to Friday and from 12.30pm to 3pm Tuesday to Friday. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs six staff. Of these, five are qualified to level 3.

Information about this inspection

Inspector

Carla Roberts

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022