

Inspection of Wonersh Pre-School

Wonersh Pre-School, United Reformed Church, Wonersh Common Road, Guildford, Surrey GU5 0PJ

Inspection date: 6 May 2022

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

Children and parents are greeted warmly by staff when they first arrive at the pre-school. They engage in conversations, which makes them feel valued and secure. Children benefit from staff who know them well. For example, favourite toys are made available to help settle new children when they arrive. Children are active and enjoy a range of experiences outdoors. Opportunities such as local woodland walks and growing plants allow the children to develop an awareness of the natural world around them. Older children take part in weekly forest school sessions. This allows them to manage risk-taking activities in a safe environment.

Children's home languages are promoted at the pre-school, which supports their growing understanding of English. The manager is aware of the potential impact that the COVID-19 pandemic has had on children's learning and development. She has identified that past social restrictions have resulted in some children needing support in developing their social and language skills.

Children are confident in following the routines of the pre-school and behave well. Children take turns, share and play cooperatively, and they know that staff are nearby to support them if needed. Staff model positive behaviour and use opportunities to encourage social skills.

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

- Leaders have planned a broad curriculum that helps children to develop in their learning. They identify any gaps in children's learning and ensure that they make good progress. However, at times, activities that staff have planned for children do not have a clear enough focus on the children's individual learning needs.
- Staff value the importance of children developing a love of reading. For example, staff provide a range of books that are easily accessible for children to look at freely. Staff have established a lending library so that children can take books home to share with their parents.
- Children develop good levels of independence. For example, on arrival, children place their water bottles in the rooms and wash their hands independently. Mealtimes are used to support this independence by children finding their own snack boxes. Staff encourage children to help each other to open their snacks.
- Overall, staff encourage children to adopt good habits and routines, which contributes to their understanding of healthy lifestyle choices. Children manage their own personal hygiene by wiping their noses and washing their hands. However, staff do not expand on this good practice to teach children about healthy eating choices.
- Staff engage with children well and model language clearly. However, on occasions, staff do not give children enough time to respond to questions before

they move on to another or answer themselves. This means that they do not always extend children's communication and language skills as much as possible.

- Parents give positive feedback about the pre-school and staff. They say that they receive a lot of information about their children's learning and have regular meetings to review their progress. They take part in community activities with the pre-school. Staff encouraged parents to accompany their children on a spring walk. This helped them to be part of their children's learning.
- Parents receive regular suggestions of activities they can do at home. This further supports the children's development and helps to embed a consistent approach to their learning.
- In partnership with parents, staff take swift action when they have concerns about children's development. They use funding effectively. For example, they have purchased social stories to support children's awareness of diverse cultures.
- Children with special educational needs and/or disabilities (SEND) are supported well. The special educational needs coordinator collaborates closely with parents and the local authority to ensure that specific plans are developed. This ensures that children with SEND make good progress.
- Staff provide a consistent and well-organised daily routine that children are clearly familiar with, which supports the children to feel safe and secure.
- The manager provides regular supervision and support for the staff. As a result, staff feel valued and receive regular feedback on ways to improve their practice. The manager provides effective leadership for her team.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff have a good understanding of their responsibilities regarding child protection. Staff regularly receive up-to-date safeguarding training, and there are clear and consistent procedures in place so that staff know what to do if they have any concerns about children's welfare. Staff implement risk assessment procedures well. These help them to successfully identify and remove any risks to children to help keep them safe. Staff know the necessary steps to take to ensure children's safety. For instance, they report accidents and undertake daily environment checks to minimise any potential hazards. Robust recruitment procedures are in place for new staff working in the pre-school.

What does the setting need to do to improve?

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

- continue to develop staff's knowledge of the curriculum intentions, so that all activities for children have a clear focus
- expand on opportunities available for children to learn about healthy eating

choices

- provide sufficient time for children to think and respond to questions, to extend their communication and language skills even further.

Setting details

Unique reference number	EY489718
Local authority	Surrey
Inspection number	10228995
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	28
Number of children on roll	30
Name of registered person	Wonersh Pre-School CIO
Registered person unique reference number	RP534633
Telephone number	01483 894878
Date of previous inspection	5 October 2016

Information about this early years setting

Wonersh Pre-School registered in 2015. It is located in the village of Wonersh, near Guildford, Surrey. The pre-school employs six members of staff. Of these, five hold appropriate early years qualifications. The pre-school is open from Monday to Friday during term time only. Sessions are from 9am to 4pm, Monday to Wednesday. On Thursday and Friday, sessions are available for mornings only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Megan McClellan

Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The manager took the inspector on a tour of the pre-school and explained how the curriculum is delivered. The inspector and the manager jointly observed activities and discussed the quality of teaching.
- The inspector observed children's interactions in play and discussed their learning and development with staff.
- Some parents spoke to the inspector during the inspection. The inspector took account of their views.
- A sample of documentation was viewed by the inspector, including staff's qualifications and first-aid certificates. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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