

Inspection of Hook Pre-School

Hook Parish Hall, Hook Road, CHESSINGTON, Surrey KT9 1PL

Inspection date: 8 June 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 are happy and eager to learn. They settle quickly and take part in a familiar activity. Children say 'hello' to friends and staff and join in the group singing of nursery rhymes. This helps them to develop a sense of belonging. Staff provide a calm and organised environment to promote learning. Children's interests are at the centre of a curriculum that supports their development and the next stage of their learning. Children show confidence in engaging in activities, including children with special educational needs and/or disabilities (SEND). Children ask for help from the staff and explore the setting independently. They demonstrate a high level of respect for each other and the staff. Children behave well. They take turns in their play and show acts of kindness, such as helping others. Children follow the rules well and are familiar with routines. They enjoy tidying up with their friends, and the older children support younger children to complete this task.

Staff plan an ambitious curriculum for all children to ensure that they are prepared for the next stage of their learning. For instance, older children are encouraged to take part in story writing, and younger children enjoy tactile activities such as modelling with dough. This supports the development of children's pre-writing skills. Staff support children's communication and language development effectively. They use strategies such as signing systems effectively to support the communication and language skills of children with SEND.

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

- Staff support children with SEND well. They have established close working relationships with parents and other agencies and share information about children's progress well. This supports the children's future development effectively.
- The staff know the children well. A well-established key-person system helps staff plan appropriate activities to meet children's individual needs and make learning challenging. Staff know children's abilities and how to build on their knowledge. They monitor children's development closely to stop children from being left behind. However, larger group activities are not always successful in engaging all the children's interest. Staff are reviewing the planning of these activities, in order to ensure that they consistently meet the needs of all the children.
- Children gain good communication and language skills in the setting. For example, older children enjoy taking part in story making. Staff listen to them with full attention and encourage them to think creatively to become confident speakers. Staff model language well.
- Staff support children to develop their social skills and are good role models. They respond to children's emotional needs. For example, children confidently

ask for help when needed and for hugs when they hurt themselves. Staff provide activities to encourage children to learn about their peers and their community. For example, children enjoy activities that provide opportunities to talk about their similarities and differences.

- Parents speak highly of the staff and the manager. They feel well informed regarding their children's progress and daily activity in the setting. For example, staff organise parents' meetings every term and invite parents and children to open days.
- Children demonstrate a good attitude towards learning and behave well. They participate in familiar activities independently and follow instructions from staff. They respond to their peers kindly.
- Leadership and management are strong. The manager has a clear vision of how to improve practice further. The manager supports staff to take up relevant training and keep up to date with their knowledge. Staff participate in the regular staff meetings, which help them to further develop their skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have demonstrated a secure understanding of safeguarding matters. They know what to do if they have a concern about a child. They participate in relevant training to keep up to date with information about recognising the signs that might indicate a child is at risk of harm. The manager has arranged in-house first-aid training, which has been completed by the staff team. Staff carry out a daily risk assessment to ensure all of the areas of the nursery are safe. Children feel secure and explore the setting confidently.

What does the setting need to do to improve?

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

- review the planning of larger group activities in order to ensure that these activities consistently engage the broad range of children's needs and age groups.

Setting details

Unique reference number	131787
Local authority	Kingston upon Thames
Inspection number	10234160
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	40
Name of registered person	McNamara, Susan Elizabeth
Registered person unique reference number	RP511726
Telephone number	07916586417
Date of previous inspection	10 January 2017

Information about this early years setting

Hook Pre-School registered in 1995. It operates from Hook Parish Hall in Chessington, in the Royal Borough of Kingston upon Thames. The pre-school is open Monday to Friday, from 9am to 3.30pm, during term time. There are nine members of staff, seven of whom hold relevant childcare qualifications from level 2 to level 4. The pre-school receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Katalin Simmonds

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 and the inspector completed a joint observation together.
- The inspector talked with staff, managers, children and parents during the inspection.
- The inspector observed children taking part in activities, indoors and outdoors.
- The manager and the inspector completed a learning walk to discuss the curriculum.

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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