

Inspection of Young Explorers Pre-School of Weybridge

Girl Guide Association, Guide Hut, Palace Drive, Weybridge, Surrey KT13 8ND

Inspection date: 11 July 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 Inadequate

What is it like to attend this early years setting?

The provision is good

Children are happy, motivated, active learners. They smile and listen attentively during activities they enjoy. They confidently join in with the words to familiar songs and eagerly play musical instruments in time to the singing. During the inspection, they thoroughly enjoyed washing dolls clothes, learned how to squeeze out the water and used pegs to attach them to a washing line. Children persist with activities. They proudly show adults what they create, such as drawings and models using recycled materials and glue.

There are high expectations for every child. Children develop the skills they need for the future. During the inspection, they politely asked their friends, 'Can I have a go?' when they took it in turns to use wands to create and blow soapy bubbles into the air. Children worked together cooperatively when they looked at books and counted the number of fish they saw in the pictures.

Children develop a good understanding of the world. Recently, they wore clothes to pre-school that are traditional to their home culture. They learned about life cycles and watched chrysalis turn into butterflies, which they released back into the natural habitat.

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

- Since the last inspection, managers have worked with the local authority and staff to improve safeguarding and the curriculum. Staff are nominated to complete additional training to develop their understanding of their roles and responsibilities.
- The local authority adviser has delivered training to all staff that has improved their understanding of curriculum planning. Staff now provide activities that are linked to children's emerging interests, which motivates them to learn.
- Children develop knowledge and skills across all areas of learning. However, there is some inconsistency in the quality of how staff support, challenge and further extend children's good developmental progress, particularly those working with the younger children.
- Staff successfully adapt activities to meet children's individual needs. When children lose concentration during large-group story times, they initiate small-group singing activities that capture children's interest and attention.
- Staff communicate well with children. They listen to what children say and respond to them in a positive way, engaging them in conversation. They successfully support children who start at the pre-school speaking their home languages, to understand the meaning of words and communicate in English. Children talk confidently with staff and their friends.
- Staff know their key children well. They clearly explained how they have

supported them to make good progress from their starting points. However, staff do not consistently share information with each other about children's next steps to further support continuity in their development.

- Staff are positive role models. They support children well to develop their independence and self-confidence. They encourage children to serve themselves and wash up their plates and cups at snack time. However, staff do not consider ways to re-organise snack time to prevent minor behavioural incidents and maintain children's usual good behaviour.
- Staff have a kind and caring approach towards the children. They communicate well with parents to meet children's individual needs and share information about activities and children's progress. The special educational needs coordinator works well in partnership with parents and the local authority advisers when gaps in children's development are identified.
- Staff support children's physical development well. They show children how to use hoops in different ways. Children are keen to try this for themselves and quickly develop new skills, such as throwing balls through the hoops. Staff encourage children to take risks within safe limits to challenge their physical skills. They teach children to ride two-wheeled bicycles safely down a gradual slope in the garden and take part in races.
- Staff develop children's pre-reading and writing skills. They often read to children and encourage them to join in with the parts they remember. Staff provide containers of water and brushes which children use to make marks on brick walls in the garden.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, all staff have completed training that has successfully improved their understanding of safeguarding policies and procedures. The manager uses the staff training assessments to identify any gaps in their knowledge and provide further coaching and support. The designated safeguarding lead and staff have a secure understanding of signs and symptoms of abuse. They know what to do if they are concerned about a child's safety and welfare. The premises are safe and secure. Staff greet parents and visitors at the entrance gate and make sure it is locked when they leave. Staff risk assess the premises and activities and remove any hazards.

What does the setting need to do to improve?

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

- coach and support staff to consistently challenge children's learning and development to help them make the best possible progress
- consider ways for staff to share information about children's next steps to

provide further continuity in their learning and development

- review the organisation of snack time so that children's usual good behaviour does not deteriorate through having to wait a long time to serve themselves.

Setting details

Unique reference number	2526839
Local authority	Surrey
Inspection number	10244183
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	26
Number of children on roll	26
Name of registered person	Young Explorers Pre-School of Weybridge LTD
Registered person unique reference number	2526838
Telephone number	07738075848
Date of previous inspection	10 March 2022

Information about this early years setting

Young Explorers Pre-School of Weybridge registered in 2019 and is located in Weybridge, Surrey. It is open from 8.30am to 2.30pm, Monday to Friday, during term time only. There are five staff employed. Of these, three hold appropriate early years qualifications at level 3 or above. The setting receives funding to provide free early education to children aged three and four years.

Information about this inspection

Inspector

Cathy Greenwood

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The provider and the inspector completed a learning walk and a joint observation together.
- The inspector talked with parents, staff and children during the inspection.
- 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.

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