

Inspection of Heatherside Pre-school

Heatherside Community Centre, Martindale Avenue, Camberley, Surrey GU15 1BB

Inspection date: 8 November 2022

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| 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 when entering the pre-school and are quick to settle on arrival. New children are familiar with which room they are in and feel safe and secure. They form secure attachments with caring and respectful staff who act as positive role models. Children are fully engaged in play and enjoy the wide range of resources available. They take pride in their achievements, supported by the continual praise that staff provide. For example, staff help children to display their drawings on the wall.

Children have access to a small outside space which is used daily. Staff extend outdoor learning opportunities by taking children on nature walks in the local forest, and trips to the local shop. Children behave well and demonstrate willingness to learn. Staff are quick to enforce rules where needed, such as reminding children to talk and not shout. Children listen to instruction, and this contributes to a calm atmosphere.

Staff create an environment that supports children's interests. For example, they set up experiences for children to explore the days getting darker due to the clocks changing. They develop the activities further to encourage children's communication and language skills. This clearly supports children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language, who are making good progress. Staff focus on social interactions to support new children and to take into account the impact of the COVID-19 pandemic. They provide a free-flow snack bar which encourages children to make choices and supports independence, such as pouring their own drinks and selecting fruit. This helps children to make strong improvements in these areas of their development and contributes to them being school-ready.

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

- The staff are passionate about ensuring that all children achieve the most they are capable of. Children with SEND and/or who speak English as an additional language receive prompt and effective support. The manager and staff work tirelessly with parents and other professionals to ensure that those children are fully supported with their development. As a result, all children make good progress from their starting points.
- Staff monitor children's development closely. They plan a wide range of interesting activities to support children's individual needs and interests. The manager clearly wants all children to be school-ready on leaving the setting. However, at times, staff do not have a clear understanding of what they want children to learn from activities. For example, staff offer a range of activities linked to children's interest in 'PAW Patrol' but are not always sure how these

will move children on in their learning.

- Staff teach children the importance of thoroughly washing their hands before snack time. Children help themselves to a snack and drink and decide for themselves when to have them. They tidy away after their snack and put their plate and cup on a table. Staff consistently encourage self-care and independence in readiness for school.
- Staff continuously talk to all children and ask questions about certain activities. This supports the communication and language skills of children. Children with SEND and children who speak English as an additional language particularly benefit from this. Staff successfully introduce interventions to support with this, including visual cards and other techniques.
- Children are very well behaved in both rooms. They respect their environment and those around them. Staff support children to understand expectations, such as walking and not running in pre-school. Children are receptive to this and act on instruction. Consequently, the setting is a calm place to learn and develop.
- The manager places a strong priority on continual evaluation and improvement of the setting. The manager and staff have regular meetings to discuss areas for development and focus. She has an open-door policy and staff feel their well-being is supported. There are many opportunities for continuing professional development. For example, staff completed specific training to support children with speech and language delay, which has had a positive impact on their interactions with children. The manager has all staff booked on additional training in the new year to ensure that it remains up to date.
- Parents are extremely complimentary about the care and learning provided to their children. They feel well informed about their children's development and that their children are always happy to come to the pre-school. Parents are regularly given feedback through an online learning journal and at drop-off and pick-up. They are particularly happy about how quickly their children have settled.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of safeguarding. They confidently know how to recognise signs of abuse in children. They are aware of the process to report this and who to. Staff also know the procedure if they are concerned about the conduct of an adult in the setting. They know how to identify if a child is being radicalised and understand the 'Prevent' duty. Staff know where to access further information regarding safeguarding, when required. They receive regular safeguarding and 'Prevent' duty training to keep their knowledge and understanding up to date.

What does the setting need to do to improve?

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

- support staff to develop a greater understanding of the learning they want children to gain from activities, to focus more precisely on the areas of development for all children.

Setting details

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| Unique reference number | 120065 |
| Local authority | Surrey |
| Inspection number | 10234115 |
| 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 | 50 |
| Number of children on roll | 50 |
| Name of registered person | Heatherside Pre-School Committee |
| Registered person unique reference number | RP901904 |
| Telephone number | 07778835165 |
| Date of previous inspection | 7 March 2017 |

Information about this early years setting

Heatherside Pre-school was registered in 1981. It operates from a community centre in Camberley, Surrey. It is open Monday, Tuesday and Thursday from 8.50am to 12.50pm, and Wednesday and Friday from 8.50am to 4pm, term time only. The provider receives funding for free early education for children aged three and four years. There are 10 staff, all of whom have relevant qualifications ranging from level 2 and above.

Information about this inspection

Inspector

Lynne Murray

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 their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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