

Inspection of Frimley Green Pre School

Frimley Community Centre, Balmoral Drive, Frimley, Camberley, Surrey GU16 9AR

Inspection date: 21 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 very comfortable entering the pre-school and quickly engage in play. They are greeted by warm and happy staff who make children feel safe and secure. Children feel comfortable approaching staff and have a strong bond. This includes new children to the pre-school who are quick to settle. Children have a range of resources available to them, which are rotated to reflect children's interests. The pre-school has a free-flow, spacious garden, which extends children's learning opportunities. This is used in all weathers and staff provide appropriate clothing to enable this.

Children generally behave well and listen to instruction from staff. The pre-school is a calm environment as a result. This helps children to have a positive attitude to learning. Children interact well with each other and show respect for their peers and staff alike. This is seen through their willingness to share and take turns.

Communication and language are a focus of the pre-school. Staff are always talking to children and extending their language by asking questions. Staff support children who speak English as an additional language (EAL) and those with special educational needs and/or disabilities (SEND) effectively. They extend learning by using symbols, word labels and photos to identify certain actions and objects. For example, they use a photo timetable of the day and have pictures to show the snack time routine.

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

- Staff have a good knowledge of all children in the pre-school. They are aware of children with SEND and/or EAL and their individual needs. They ensure learning opportunities are inclusive for all children. Staff adapt the environment to ensure all children make good progress. This is supported by their effective partnership and input from parents and other professionals. Staff offer a wide range of resources and plan activities based on children's interests. This helps children achieve well and make good progress. However, at times, staff do not prepare the environment effectively to fully support learning. For instance, sometimes there are too many resources available, and some children find this overwhelming.
- Staff encourage children to be independent during snack time. Children serve their own snack and pour their own drinks. They use tools and utensils to cut their own fruit, increasing in difficulty for older children. For example, they spread butter on toast with a knife. Children are encouraged to clear their plates and wash up after snack time. They learn about recycling by using labelled bins for different waste. Staff talk to children during snack time about recycling and hygiene. They consistently encourage independence and the use of fine motor

skills to prepare them in readiness for school.

- Staff have a good working relationship with other settings. They communicate with other providers and local schools to ensure continuity of learning for children. A member of staff who has qualified teacher status has been employed to assist in helping to get children ready for the transition to school.
- Children are mostly well behaved in the pre-school. They respect their peers and staff and the resources in their environment. Children show kindness to each other and know how to share and take turns. However, on occasion, staff do not reinforce expectations consistently, such as reminding children not to run in the pre-school. This means that sometimes children are unclear about how to behave well.
- The manager is meticulous when it comes to continually assessing the needs of the pre-school. She ensures all staff training is current and up to date. There is a strong emphasis on continuous professional development. Staff attend additional training when needed, including a local pilot scheme to support communication and language.
- Staff feel fully supported by the manager and the committee and feel comfortable approaching them. Staff have regular meetings to discuss the pre-school and the needs of the children within it. They have staff meetings with the manager regularly and feel their well-being is a high priority. This continuous improvement ensures children are given every opportunity to learn and develop to their full potential.
- Parents compliment the pre-school on how comfortable they feel leaving their children in their care. They comment on how it feels like 'one big family' and staff are kind and caring. Parents are regularly provided with feedback regarding their child's progress at drop off and pick up, and receive a weekly newsletter. Staff work closely with parents to support their child's needs. Parents comment on the positive progress their children have made since the COVID-19 pandemic. This includes improved social skills, speech and language and physical skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a thorough understanding of safeguarding. They are confident about how to identify signs of abuse, neglect, radicalisation and female genital mutilation. Staff know the process involved if they have a concern about a child or adult. They are confident about the whistle-blowing procedure and who to report a concern to. They also wear a lanyard that contains information of safeguarding contact details. Staff attend regular training courses or access online training for safeguarding and the 'Prevent' duty. They often discuss safeguarding topics and scenarios at staff meetings to refresh their knowledge.

What does the setting need to do to improve?

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

- review and refine the planning of the environment, to ensure resources are used to the very best effect to support children's learning
- support staff to implement a more consistent approach to helping children understand the rules and expectations of the setting.

Setting details

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| Unique reference number | EY300311 |
| Local authority | Surrey |
| Inspection number | 10234900 |
| 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 | 30 |
| Number of children on roll | 28 |
| Name of registered person | Frimley Green Pre-School Committee |
| Registered person unique reference number | RP518151 |
| Telephone number | 01276 406 994 |
| Date of previous inspection | 27 March 2017 |

Information about this early years setting

Frimley Green Pre-School has been open since 1979 and moved to its current premises in 2005. It operates from the community centre in Frimley, Hampshire. Sessions are from 9am to 3pm, Monday to Friday, during term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. Eight members of staff work with the children, seven hold relevant qualifications at level 3 and one has qualified teacher status.

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 took the inspector on a learning walk of the pre-school and explained the curriculum intentions.
- Discussions and meetings were held with the managers and staff during the inspection.
- The manager and the inspector observed and evaluated an activity together.
- The inspector gained some views and emails from parents about the pre-school.
- Children talked to the inspector about their interests and activities.

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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