

# Inspection of Challengers Farnham

1 St. James Avenue, FARNHAM, Surrey GU9 9QF

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Inspection date: 10 January 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy and confident in this welcoming setting. They are greeted by enthusiastic staff who know them and their families well. As a result, children settle quickly and feel safe and secure. Children benefit from warm interactions from nurturing, caring staff. They seek out their key worker for cuddles and reassurance. This helps to develop their confidence and raise their self-esteem. Children become familiar with the daily routines. Staff use effective strategies to support children's individual needs well. For example they use pictures and signing to help children understand routines and what is happening next. Children relate to this well and remain calm as new transitions happen at different times of the day. They explore and investigate activities and resources with interest. Children sustain their focus and attention during their self-chosen play. For example, they persevere when completing puzzles and explore coloured paper and glue creating pictures. Children spend time developing their creative ideas as they explore foam, sand and glue. This helps to develop their creativity and hand-to-eye coordination. Children benefit from attentive staff, including those with special educational needs and/or disabilities (SEND). For example, when children's emotions escalate, staff use strategies to positively calm them. This helps children to regain focus in their learning.

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

- Staff are skilled at supporting children to manage their emotions. They sit with the children and talk in a calm manner. Staff use sensory resources and the soft-play area to gently focus the children. Children trust them and react positively to the strategies used. Staff support children's behaviour well and provide appropriate guidance and explanations. They understand individual children's behaviours and how to guide them sensitively.
- Leaders are extremely knowledgeable about how best to support children with SEND. The provision for children with SEND is a strength in the nursery. The special educational needs coordinator (SENDCo) is committed to ensuring that all children can access and benefit from the curriculum. This enables the nursery to ensure that children with SEND are off to a good start. Children in receipt of additional funding are very well supported. The effective key-person system and accurate use of assessment mean that gaps in children's learning and any specific needs are identified early and acted on quickly. This means that children make the best possible progress from their individual starting points.
- Parents are extremely complimentary of the setting. They say that they are kept up to date about their children's development, activities and routines. Parents appreciate how supportive the staff are, and comment that they are 'brilliant'.
- Children develop good physical skills. For example, they are encouraged to explore different movements during soft play, such as walking up steps and

finding different ways to come down slopes and balance. Staff offer lots of praise, helping children's emotional well-being effectively.

- Children make good progress. Staff are aware of what children know and can do. They plan activities that interest and enthuse children. However, on some occasions, staff do not implement the curriculum intent specifically enough. This means that not all activities fully challenge children and build on their prior knowledge.
- Staff attend regular supervision sessions with the manager. This gives them opportunities to discuss their roles and key children. The manager has a good oversight of the nursery's quality and evaluates the setting well. Regular communication, meetings and involvement from everyone contribute to this well.
- Younger children with limited language model the actions to a familiar rhyme, in the absence of the song, without prompt. They take pleasure in pointing to the ceiling, then to the floor, followed by the window and the door. This shows existing knowledge of the literature explored. Although staff support children's communication skills well overall, some younger children spend longer than they need with their dummies in their mouths. This limits their opportunities to use the words and phrases they are hearing and learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager carries out appropriate checks to ensure the suitability of people she employs to work with children. The manager has recently made positive changes to the induction procedures for new staff, and enhanced training to help ensure they are familiar with the nursery procedures to supervise children effectively at all times. Regular risk assessments and daily checks take place to make sure children play in a safe environment. All staff know the procedures to follow if they have concerns about a child's welfare and how to appropriately respond should they have a concern about a colleague's conduct with children.

## **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 implement the curriculum intent more sharply to build on what children already know and raise the quality of education to a higher level
- review the policy on the use of dummies to support younger children to confidently spend less time using their dummies, so they have more opportunities to use the words and phrases they are learning.

## Setting details

<b>Unique reference number</b>	EY369286
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10262630
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Disability Challengers
<b>Registered person unique reference number</b>	RP905373
<b>Telephone number</b>	01483 230930
<b>Date of previous inspection</b>	16 July 2018

## Information about this early years setting

Challengers Farnham registered in 2008. It is located in Farnham, Surrey. The pre-school opens Monday to Friday from 9am to 3pm during term time. There are 10 members staff employed. Of these, one holds a relevant teaching qualification and five hold level 3 qualifications. There are unqualified bank staff employed to provide one-to-one support for some children. The pre-school receives funding to provide free early education to children aged two, three and four years.

## Information about this inspection

### Inspector

Claire Boparai

## 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 children to learn.
- The SENDCo spoke to the inspector about how they support children with SEND.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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