

Inspection of St Matthew's Pre-School

71 Station Road, Redhill, Surrey RH1 1DL

Inspection date: 6 March 2023

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 enjoy having the opportunity to make choices in their play. For example, they excitedly re-enact home situations that they watch staff demonstrate as part of their interactions with them. Children wrap their babies up in blankets and put them to sleep in their cots. They enjoy a 'tea party' with their friends and learn to iron their clothes. Children develop a good understanding of how to invite others into their play and extend their ideas by playing alongside each other.

Children are very confident for their age and stage of development. They are proud to show visitors their creations, including models that they have made of clay. They are eager to select books to share. Staff share high expectations for children's development. Children with English as an additional language make particularly good progress from their starting points. They begin to read repeated phrases from books that staff have previously read with them and excitedly move their hands to the rhythm of word patterns.

Children learn to manage risks in their own play. For example, when playing outdoors, staff help them to recognise that the rain is making some equipment slippery. Children use brooms and towels to dry the water off and learn that if the rain stops, the equipment will now be safe to use.

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

- Managers are very aware of the needs of the groups of children attending and the impact of COVID-19. They recognise the need to promote children's communication and language as well as personal and social development. This precise focus forms the basis for the curriculum.
- Staff share a good understanding of the curriculum intent and how they implement it. Managers have established procedures to ensure that all staff know what each individual child needs to learn next and they are familiar with their interests. This helps to ensure a consistent approach to children's development if their key person is not present.
- Staff implement the curriculum well in practice. For example, to help develop children's growing vocabulary and confidence, they regularly use strategies, such as sign language and visual supports. Children excitedly join in with their peers singing rhymes and songs. They begin to listen to stories and interact with staff as they ask them questions about them.
- Managers help parents to access the funding that they are entitled to. They use this to enhance the curriculum, such as by delivering a wide range of enrichment activities. For instance, children with limited access to outdoor space benefit from a broad range of physical activities, such as football, athletics and ballet. This helps children to have opportunities they would otherwise not be able to

access and at the same time helps to develop their large-muscle skills.

- Children with special education needs and/or disabilities (SEND) make good progress. Staff fully understand their needs and behaviours. They seek guidance and support from professionals, such as speech and language therapists, sharing this with parents and implementing it swiftly.
- Staff support children's emotional health well. They recognise the varied experiences children may have had before joining the pre-school. They help children to learn to process their feelings and help them to begin to understand those of others. For example, children look at photographs of significant events. They laugh as they recall that in one picture they look 'happy' but in another that they look 'angry'.
- Children enjoy sitting with their peers for activities, such as group times. However, staff do not have clear enough rules and boundaries for these times. This means that, in their excitement, some children call out their ideas over others. This increases the noise level and limits other children's opportunities to contribute.
- Staff help children to learn to complete some routine tasks independently, such as handwashing. However, on other occasions, such as when dressing and undressing and during lunchtime routines, staff are quick to offer too much support. They do not fully consider how they can teach children the skills appropriate for their age to help them manage some simple tasks. This does not fully promote older children's independence in preparation for their forthcoming move to school.

Safeguarding

The arrangements for safeguarding are effective.

Managers have robust safer recruitment procedures in place to help ensure that staff are suitable to work with children. Staff have a secure understanding of local safeguarding partnership procedures and of safeguarding risks that they need to be alert to in their area. The designated safeguarding lead has a particularly secure understanding of her child protection responsibilities and who to liaise with to keep children safe. Staff conduct daily risk assessments to ensure that the premises are ready for children each day. The manager demonstrates an understanding of the challenges associated with the pre-school being located in a community building that is accessed by others.

What does the setting need to do to improve?

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

- review rules and boundaries for group times to promote consistently good levels of listening and attention and encourage all children to contribute
- help children to learn the sequence of knowledge and skills they need to

manage some aspects of routine tasks more independently.

Setting details

Unique reference number	122612
Local authority	Surrey
Inspection number	10276303
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	66
Number of children on roll	46
Name of registered person	St Matthews Pre-School Committee
Registered person unique reference number	RP902080
Telephone number	07972059389
Date of previous inspection	11 July 2017

Information about this early years setting

St Matthew's Pre-School registered in 1993. The pre-school operates from St Matthew's Church in Redhill, Surrey. The pre-school is open during term times only, from 9am to 3pm, Monday, Tuesday and Friday, and 9am to 12pm on Wednesday and Thursday. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are 10 members of staff. Of these, nine work with children and seven hold qualifications at level 2 and above.

Information about this inspection

Inspector

Lisa Dailey

Inspection activities

- This was the first routine inspection the pre-school 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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises, particularly in relation to challenges posed by the building being used by other community groups.
- The manager spoke to the inspector about the intentions for children's learning and how this is implemented.
- The inspector and manager completed a joint observation of a group learning opportunity.
- The inspector engaged with children during the inspection and found out about their likes and interests.
- Parents spoke to the inspector and their views were considered.

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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