

Inspection of Capel Pre-school and Out of School Club

89b The Street, Capel, DORKING, Surrey RH5 5JX

Inspection date: 21 April 2023

Overall effectiveness **Good**

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 at the pre-school are engaged and happy as they excitedly learn and play with their friends. While children arrive, friendly staff greet them and begin to draw them into the different, exciting activities that have been arranged for them. Children feel safe and secure. They build strong and meaningful relationships with staff, who understand their individual needs. For example, children who are sad about leaving their parents are given affectionate cuddles, and they look at the visual timetable with staff. Children excitedly explain this to the inspector, demonstrating their knowledge of the morning routine.

Children behave well. They understand the clear expectations set out for them by staff, such as walking inside and using 'kind hands'. Children play kindly with one another, remembering to take turns and share resources fairly.

Leaders and staff implement an ambitious curriculum, which interests and inspires children. When children are learning about growth and change they clearly explain that plants, such as dandelions, need water and sunlight to help them grow. Staff provide them with an array of resources to build on this interest. Children paint pictures of flowers and play with soil and pots in the garden. Children's attitudes to learning are highly positive.

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

- Enthusiastic staff engage children in exciting activities, such as 'bucket time', to support their listening and attention skills. Children are absorbed and interested as they carefully watch and listen. They understand the instructions given to them and participate with delight.
- Children enjoy a range of thought-provoking learning experiences. They try hard as they play in a group and make up stories together with animal puppets. Children listen closely to staff as they add exciting events to their narrative. Children benefit from purposeful interactions with staff to broaden their vocabulary and communication skills.
- Leaders implement a literacy curriculum that aims to build children's love of reading. Children each have a book bag and get to select a book to take home with them to read with their parents and carers. Furthermore, staff excitedly read stories such as 'The Gruffalo' as they sit in small groups in the outside area. Children become familiar with the meaning of text and confidently select books independently.
- Staff promote children's independence skills fully at the pre-school. As children arrive, they know to wash their hands, put away their belongings and self-register by finding their name. They do this with the greatest confidence. Staff understand the importance of this and offer children plenty of praise as they try

hard to put their coats on themselves. Children are determined and capable, preparing for their next stage of learning.

- Children learn about nature through exploring the local woods and engaging in exciting bug hunts. Children also have the opportunity to grow plants and vegetables. However, staff do not always engage effectively with children at mealtimes. This does not follow the intended curriculum that leaders have created. As a result, children do not regularly receive consistent messages about how fruits and vegetables can contribute to a healthy lifestyle.
- Leaders ensure that paperwork is not overly burdensome for staff. They work together as a team to plan what they want children to know and learn. Staff explain that they feel their well-being is fully supported by leaders. They know they are valued and feel appreciated as part of the pre-school team.
- Parents tell the inspector how happy they are with the communication they receive from staff at the nursery. They also explain how supportive staff are with any additional queries they might have. However, leaders and staff do not actively communicate with other childcare provisions that children attend to find out what children are working towards. Through this, children's progress is not always supported as much as possible.

Safeguarding

The arrangements for safeguarding are effective.

The safety and welfare of children is fully assured. Leaders have constructed a robust safeguarding policy, which is understood and implemented by staff. Leaders ensure that staff receive regular training to keep their knowledge up to date. Staff explain the clear steps they must take should they ever have a concern about a member of staff working with children. Furthermore, staff are knowledgeable about how to recognise symptoms of different types of abuse, such as neglect or female genital mutilation. They are confident about the local authority reporting procedure they must follow in this instance.

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 continue implementing the curriculum during meal times
- strengthen partnership working with other settings that children attend to promote children's progress even further.

Setting details

Unique reference number	EY340155
Local authority	Surrey
Inspection number	10279778
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 11
Total number of places	26
Number of children on roll	45
Name of registered person	Capel Pre-school and out of school club Committee
Registered person unique reference number	RP909891
Telephone number	01306 712717
Date of previous inspection	21 September 2017

Information about this early years setting

Capel Pre-school and Out of School Club registered in 2006. It is situated in Capel, Surrey, in the grounds of the local infant school. The setting operates Monday to Friday, from 7.45am until 5pm. The setting receives funding for the provision of free early education for children aged two, three and four years. There are nine members of staff, of whom six have appropriate qualifications at level 3 or above.

Information about this inspection

Inspector

Nicola Houston

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.
- Leaders and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- 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.
- 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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