

Inspection of Westborough Pre-School

St Francis Vicarage, Beckingham Road, Guildford GU2 8BU

Inspection date: 4 May 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 are happy, safe, secure and enjoy their time at the pre-school. Children are developing good social skills. They are supported effectively to understand and regulate their own feelings and emotions. They refer to a familiar and well-loved story to express how they are feeling, and staff support them to make positive progress.

Children behave well and enjoy the company of others. Staff are good role models and focus on providing positive praise to help the children gain a sense of achievement and boost their self-esteem. Staff have high expectations of children's behaviour. Children learn to share and take turns. They generally listen attentively to stories and join in with action songs and rhymes. Young children receive reassurance if they become tired or upset. This helps them to feel emotionally secure.

Children are developing their independence in a variety of ways. They wash their own hands and independently prepare themselves for the outside area. Children are encouraged to make their own choices in their play according to their individual interests. Children are developing skills they need to thrive when they go to school.

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

- The manager and staff structure the curriculum to support and build on what children know and can already do. Staff make ongoing assessments of children's achievements. They know children well and understand their developmental needs and interests. Staff organise resources to support all the areas of the early years foundation stage so that children can access them freely. However, at times, staff do not recognise when younger children have lost interest or struggle to engage in the activities on offer. Children do not consistently develop and learn to their full potential.
- Staff prioritise communication and language development in their curriculum. Staff follow children's lead in play. They listen and respond, modelling language and repeating new words and phrases. This results in children of all abilities making good progress in their communication, including children who speak English as an additional language.
- Children have lots of opportunities to develop their physical skills. They enjoy playing outside in the pre-school garden and get plenty of fresh air. Children practise their balance and coordination as they carefully manoeuvre across a balance challenge that they worked together to create. Children learn resilience and to try again. They are very well supervised and supported to manage risks safely.
- Children have plenty of opportunities to develop their literacy skills and practise

their early writing. For instance, they access a wide range of books to look at independently or enjoy with a member of staff or friends. Staff encourage children to give meaning to the marks that they make. Older children are proud of their own writing and eagerly show staff to celebrate.

- Staff support children's mathematical development effectively. Children are encouraged to regularly use mathematical language in their play. They confidently count and identify positional language, such as 'over' and 'under'.
- Children with special education needs and/or disabilities are supported well and staff work effectively in partnership with other professionals. Staff follow advice received from professionals to help close any gaps in learning a child may have. All children make good progress in their development.
- The manager and staff develop and maintain strong parent partnerships. New parents are happy that their children quickly feel secure and settled. They appreciate the support their children receive to help them grow in confidence. Parents are kept up to date with the activities children have accessed each day, such as through an online communication app. However, occasionally, staff do not share enough information with parents. For example, there are times when parents are not always clear about staff changes and key staff members to discuss their children's learning with.
- The manager is passionate and enthusiastic. Regular evaluation and effective teamworking contribute to a generally well organised provision. Staff have good opportunities for professional development. They access a wide range of training topics and support from the pre-school management.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibility to keep children safe and protect their welfare. They are aware of the possible signs and symptoms that may indicate a child is at risk of harm. Staff are confident in reporting any concerns that may arise, including when allegations are made against themselves and colleagues. During the session, staff deploy themselves effectively to ensure they supervise children well. The setting follows safer recruitment practices to ensure the staff who directly work with the children are suitable to do so.

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 help younger children even further in their engagement and learning
- review systems for sharing information and key changes with parents to ensure that they are kept informed of who they can discuss their children's learning and development with.

Setting details

Unique reference number	EY479476
Local authority	Surrey
Inspection number	10276361
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	22
Name of registered person	Stoughton Preschool Limited
Registered person unique reference number	RP531049
Telephone number	07914344894
Date of previous inspection	12 July 2017

Information about this early years setting

Westborough Pre-School registered in 2014. It is located in Guildford, Surrey. It is open Wednesday to Friday, during term time, from 9am to 3.30pm. The pre-school employs four members of staff, of whom three hold appropriate qualifications at level 3 and above. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Kimberley Luckham

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 spent time talking with the manager, parents, staff and children.
- The manager and inspector conducted a joint observation to evaluate the quality of teaching.
- The inspector observed activities inside and outside.
- The manager conducted a learning walk with the inspector to discuss the curriculum and how they organise the provision.

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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