

Inspection of Virginia Water Community Pre-School

Beechmont Avenue, Virginia Water, Surrey GU25 4EY

Inspection date: 11 May 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 are happy and enjoy their time at this community pre-school. They readily leave their parents as the friendly staff, who know them all well, greet them at the door. Children have opportunities throughout the day to practise being independent. For example, they hang their coats and bags up before going to find their friends. The inviting and well-organised environment excites children, and they joyfully get involved with the activities set up for them. Children show independence and confidence as they access the variety of resources available. For example, they practise their early writing skills as they draw around stencil shapes and attempt to write some letters, identifying the initial sound of their name. They use tools for a purpose as they cut out the shapes they have drawn with scissors. Children develop close and caring bonds with the attentive staff. They receive lots of praise and encouragement. This boosts their self-esteem and supports them to engage in the activities. Children respond positively to the high expectations of staff. They listen well, follow the routines, and understand the boundaries for behaviour. Children who speak English as an additional language and those with special educational needs and/or disabilities (SEND) receive targeted support and intervention.

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

- The joint managers work well together. They have a clear and ambitious vision to provide high-quality, inclusive education for all. They have created a good system of shared values, policies and practice. Staff feel well supported in their roles and work together as an effective team. Staff's morale is high. They feel valued and know that the managers welcome their ideas and suggestions.
- Staff develop activities to build on children's learning throughout the week. For example, they explore percussion instruments and marching bands after the King's Coronation. Most children engage with this well. For example, they show enjoyment as they count beats while tapping their 'claves' and spend time making their own musical shakers. However, staff do not always encourage children to explore such opportunities further and fully challenge children to build on their already good knowledge and skills.
- Children demonstrate a motivation to learn. They enjoy playing with a range of malleable resources. For example, children make 'birthday' cakes with play dough. They mould and push the dough into cake cases and count out candles for their friends to blow out. However, at times, planned activities are too structured and limit the children's time to explore creative materials and develop their own ideas. This means children do not get time to express their creativity and imagination.
- Staff base the curriculum on the children's next stage of learning. They use their knowledge of child development and the individual child to plan activities. For

example, staff create fun games with numbered dinosaurs so children can identify numerals and match the correct quantities of pegs to each one. This helps children's growing understanding of mathematical concepts. Furthermore, children practise their fine physical skills. They pinch the pegs together and place them on the right dinosaur, developing those muscles and movements needed for early mark making.

- Managers make good use of early years pupil premium to enrich children's education. They employ external providers, such as sports coaches, to enhance children's physical development and help promote a healthy lifestyle. Children enthusiastically engage in these sessions, where they learn many skills, including teamwork and cooperation, as well as developing good coordination and balance.
- Staff promote communication and language development throughout the nursery. Staff role model good language and talk to the children throughout the day. Children talk to each other, recalling events and using language to fuel their play. Staff ask children open-ended questions and give them time to respond. Furthermore, staff provide dual-language books, so that children can enjoy their favourite stories in their home languages.
- The support for children with SEND is effective. Staff are knowledgeable about children's individual needs and manage these in a positive way. Staff work in partnership with parents and other professionals to provide targeted support and close any gaps in children's learning. Therefore, all children, including those who receive funding, make good progress.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good knowledge of child protection issues and their role and responsibilities to help keep children safe. They can identify the signs or symptoms that may indicate a child is at risk of harm. They keep their safeguarding knowledge up to date and know the correct reporting procedure to follow, including whistleblowing, if they were concerned about the conduct of a colleague. The management committee follows safer recruitment processes to ensure the suitability of all staff and committee members. The managers continue to assess staff suitability, for example through supervisions, support and coaching. They complete risk assessments to ensure that the environment is secure and children have a safe place to play.

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 provide further challenge to extend children's learning and build on what they already know and can do

- provide children with more time to explore creative materials, allowing them to express their own ideas.

Setting details

Unique reference number	EY491677
Local authority	Surrey
Inspection number	10285563
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	36
Number of children on roll	37
Name of registered person	Virginia Water Community Pre-School
Registered person unique reference number	RP534772
Telephone number	01344 842892
Date of previous inspection	10 October 2017

Information about this early years setting

Virginia Water Community Pre-School registered in 2015. It operates from a community building in Virginia Water, Surrey. The pre-school is open from 9am to 3pm Monday to Friday, during term time only. It receives funding for the provision of free early education for children aged two, three and four years. There are 11 members of staff, nine of whom hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Nina Lambkin

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and has taken that into account in their evaluation of the setting.
- The inspector and the managers completed a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of teaching during both indoor and outdoor play and assessed the impact this has on children's learning.
- Staff and the inspector spoke at appropriate times throughout the inspection. The inspector completed a joint observation with the managers.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of a number of written testimonials.
- Staff and children spoke with the inspector at appropriate times throughout the inspection.

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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