

# Inspection of Barnett Wood Pre-School

Barnett Wood Pre-School, 213 Barnett Wood Lane, Ashtead, Surrey KT21 2DF

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Inspection date: 12 May 2023

| <b>Overall effectiveness</b> | <b>Outstanding</b> |
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| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Outstanding        |

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

### **The provision is outstanding**

Children arrive at the setting happily as they say goodbye to their parents. They thoroughly enjoy their time in this exceptionally welcoming and nurturing pre-school. They form incredibly strong emotional attachments with their peers and the staff. Children demonstrate that they feel safe and secure in their environment. They confidently seek out their peers and adults to join them in their play. Children receive reassurance from extremely warm and caring staff. As a result, children have respect for each other and delight in helping each other achieve tasks. Children receive constant praise for their achievements. This supports their self-esteem and positive attitude to learning.

Children are incredibly well behaved and show high levels of motivation. They fully immerse themselves in exciting and highly stimulating play. Children benefit from an exciting curriculum, which has been specifically designed to meet their individual needs. Staff know the children incredibly well and meticulously offer opportunities that help children experience awe and wonder. Children benefit from a rich set of experiences that promote their understanding of the community and people in it. For example, children are thrilled to explore a mystery box delivered by the firefighters before the real fire engine arrives.

Children with special educational needs and/or disabilities (SEND) receive support at the highest level. Staff work incredibly closely with parents and other professionals to ensure a highly successful, collaborative approach. Staff are extremely effective in working with parents and other professionals. This ensures that all children get the high quality, targeted support they need.

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

- The manager has developed an exceptionally strong staff team, and staff are dedicated to providing the best care and education for the children. Staff are highly skilled and knowledgeable in child development. They are swift in identifying early development concerns. Staff, parents and other professionals work incredibly well together and plan and implement early interventions. This enables all children to make the best possible progress.
- Staff have high aspirations for all the children. They use their experience to skilfully assess children's levels of development. Staff use this evidence to plan and deliver exemplary, stimulating activities that build on children's existing knowledge and skills. As a result, children are deeply engaged and have high levels of concentration.
- Teaching is excellent. Staff provide consistently high-quality interactions with children. They especially place great emphasis on developing children's vocabulary. Consequently, children play and learn in a language-rich

environment, where they constantly hear new words. For example, they explore what 'fluorescent' means.

- The environment is meticulously planned and meets the needs of individual children. The children self-select resources and enjoy uninterrupted play. As a result, children test out new ideas while they explore an abundance of stimulating resources. For example, children cut up real vegetables during role play, engaging all their senses and sparking their curiosity.
- The manager has a rigorous training plan for the staff team. This deepens staff's already excellent understanding of how to support children to learn and develop. For example, targeted training has helped staff to broaden their understanding of how to support children's play outdoors. Staff use the knowledge they have gained in their exemplary practice to enhance the outdoor provision. Therefore, children have many outdoor opportunities to practise their physical skills. For example, children build on their core strength and determination as they navigate the obstacle course they have built using natural resources available.
- Parent partnership is an extremely high priority at the pre-school. Parents praise the staff team and the high standards of teaching. For example, a parent comments that children make 'remarkable' progress at the pre-school. Parents benefit from carefully planned workshops delivered by the manager and staff. For instance, the most recent courses covered strategies to use with fussy eaters, child behaviour and supporting children with speech delay. This is extremely effective in strengthening the learning environment both at home and in the setting.
- The manager actively engages with the local community to plan experiences for the children. This gives all children opportunities that they may not always have access to at home. For instance, children enjoy going to the post office, visit the train station and feed the ducks at the local pond. As a result, children build on their knowledge and understanding of the world around them.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is of paramount importance. All staff go through a secure recruitment process to ensure their suitability to work with children. The manager conducts regular checks to ensure the staff's continuing suitability. Staff know and understand their responsibility to protect children. They undergo regular safeguarding training and are quick to involve external agencies as needed. Staff can recognise the signs and symptoms of abuse and know what to do if there is a concern about a child or a colleague. All staff demonstrate a good knowledge of radicalisation and exploitation.

## Setting details

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| <b>Unique reference number</b>                     | EY440673                           |
| <b>Local authority</b>                             | Surrey                             |
| <b>Inspection number</b>                           | 10280703                           |
| <b>Type of provision</b>                           | Childcare on non-domestic premises |
| <b>Registers</b>                                   | Early Years Register               |
| <b>Day care type</b>                               | Full day care                      |
| <b>Age range of children at time of inspection</b> | 2 to 4                             |
| <b>Total number of places</b>                      | 44                                 |
| <b>Number of children on roll</b>                  | 61                                 |
| <b>Name of registered person</b>                   | Barnett Wood Pre-School            |
| <b>Registered person unique reference number</b>   | RP531309                           |
| <b>Telephone number</b>                            | 01372279584                        |
| <b>Date of previous inspection</b>                 | 14 September 2017                  |

## Information about this early years setting

Barnett Wood Pre-School registered in 1993. The setting operates in Ashted, Surrey. The pre-school is open from 8.30am to 3pm on Monday to Thursday, and 8.30am to 12.15pm on Friday, term time only. The provider receives funding to provide free early education for children aged two, three and four years. There are 14 permanent members of staff. All except three hold relevant childcare qualifications at level 2 or above, including one who has early years teacher status. There are also six temporary members of staff.

## Information about this inspection

### Inspector

Michelle Fountain

## Inspection activities

- This was the first routine inspection the nursery received since COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the provider.
- The nursery manager and the inspector completed a tour of the setting, both indoors and outdoors, to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact that this had on children's learning.
- The manager and inspector carried out a joint observation during key group activities.
- Children communicated with the inspector during the inspection. Parents and carers shared their views of the nursery with the inspector.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector looked at relevant documentation, including evidence of the suitability of the staff working in the nursery and a selection of other records.

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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