

Inspection of Little Bookham & Effingham Preschool

King Georges Hall, Browns Lane, Effingham, Leatherhead, Surrey KT24 5ND

Inspection date: 20 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

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 arrive happy and leave their parents with confidence. They all settle quickly and are extremely eager to start their day. Children are inquisitive learners and demonstrate high levels of engagement. The confidence and independence that children demonstrate when exploring their environment are impressive. Staff build superb relationships with the children and are active participants in children's play.

Staff ignite children's curiosity through the rich and varied experiences they offer. Children are motivated to join in and engage with these meaningful activities. They especially enjoy being outdoors and exploring the many opportunities with enthusiasm. For example, children's excitement is infectious as they master the climbing wall in order to observe dog walkers on the local field.

Children have lots of opportunities to learn new skills and use a variety of tools. For example, they use dough and a range of cutters to make 'cakes' for the staff. Cakes are carefully put into the role-play oven, and children wait patiently for the 'cake to cook'. This helps them to develop their physical and creative skills. Staff know the children and their interests very well, which is reflected in the strong attachments children have with them. This supports children's emotional well-being.

Staff and children take regular trips out, visiting the local farm, theme park and school library and taking walks in nature. Children are polite, for example, they spontaneously say 'excuse me' to gain staff members' attention.

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

- The manager is a reflective and enthusiastic professional. She confidently leads a team of very dedicated staff, which continually makes positive changes to the environment and teaching. She carries out regular staff observations, some of which are videoed for a more in-depth analysis. This has a positive impact on outcomes for children. The manager places a significant emphasis on staff well-being. Staff benefit from regular meetings and targeted training, for example on behaviour management and using adrenaline auto-injectors.
- Children take part in activities that are planned effectively to build on their existing knowledge. For example, children use magnets to find metal objects around the room after building with magnetic blocks. Staff ask a range of questions, which children answer confidently. However, these questions are not yet extending the children's critical thinking skills and developing their ideas. This means that children's knowledge and understanding are not always enhanced to the highest possible level.

- Children's behaviour is exemplary, and staff are excellent role models. Children understand boundaries and rules. They respect the resources they have in the pre-school and help to take care of them. They hold books carefully and put them back on the shelf where they belong when finished with them. Children respond immediately when they hear the music to capture their attention, giving them a warning that it is nearly time to tidy away. They then enthusiastically join in clearing the room and packing away the toys.
- Children are beginning to recognise the similarities and differences between themselves and others through a range of enjoyable activities. For example, a visitor came to the pre-school in her sari to show the children the bright, vibrant colours. However, staff need to consider how they can extend children's experiences when learning about cultures and diversity in the world.
- Staff confidently support children's early language development. They engage children in meaningful conversations during play. Staff introduce new language when they talk with children, read stories and play games with them. For example, children are captivated by the wooden rainbow, taking it apart and rocking the colourful bands before reassembling in size order. Children eagerly participate as staff model words such as 'smooth', 'multicoloured', 'arch' and 'colourful'.
- Staff support children to learn how they can live healthy lifestyles. Children are provided with a range of balanced meals during snack and lunchtime.
- Parents speak very highly about the pre-school. They feel well supported by the staff. Parents appreciate that staff keep them informed about their children's progress and provide suggestions as to how they can continue to support the children's learning at home. They enjoy taking home learning packs, which enable children to practise new skills, such as developing their finger muscles by adding pegs to a numbered hedgehog.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their roles and responsibilities to keep children safe. They are familiar with the signs and symptoms that may indicate that a child may be more vulnerable to abuse or neglect. Staff receive regular training and are clear about the importance of making prompt referrals should they have any concerns about a child. The premises are secure, and staff carry out effective risk assessments, indoors and outdoors, to minimise risks to children and keep them safe. Children are well supported in managing risks, such as how to use climbing equipment safely and building obstacles with heavy planks.

What does the setting need to do to improve?

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

- increase the use of effective staff interactions that extend children's critical thinking skills, enabling them to make even better progress
- build on the already good activities to help children form a greater knowledge and understanding about diversity and other cultures.

Setting details

Unique reference number	EY455027
Local authority	Surrey
Inspection number	10285588
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 4
Total number of places	18
Number of children on roll	32
Name of registered person	Little Bookham Preschool Ltd
Registered person unique reference number	RP907332
Telephone number	07551955757
Date of previous inspection	11 October 2017

Information about this early years setting

Little Bookham & Effingham Preschool registered in 2012. It is privately owned and operates from King George's Hall, Effingham, Surrey. The pre-school is open Monday to Friday, from 9am to 4pm, term time only. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years old. There are five staff employed to work directly with the children. All staff members hold relevant early years qualifications. Three hold a level 6 qualification, and two hold a level 3 qualification.

Information about this inspection

Inspector

Amanda Harrison

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 this into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The manager and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- The inspector spoke to staff, parents and children during the inspection.
- A sample of documentation was reviewed during the inspection, including suitability checks and first-aid certificate.

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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