

Inspection of Elm Tree Pre School

Weybourne Village Hall, Farnham GU9 9ER

Inspection date: 28 February 2024

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 thoroughly enjoy their time at the pre-school. Staff warmly welcome them, taking the time to get to know children's unique interests and personalities. This helps children who are younger and less confident to settle happily. Children behave well. They are polite and courteous with staff and with their friends. Staff successfully teach children the importance of valuing and respecting the needs of each other. For instance, as children sit to share stories, they selflessly offer their friend a turn to discover which animal is hidden in the story. Staff praise children for their kindness, which promotes their confidence and self-esteem. Children develop good social skills, which supports them in readiness for their future learning.

Staff have high expectations for children. They plan and provide a broad curriculum for everyone. Staff place a strong focus on supporting children's communication and language skills. They use a variety of opportunities to model language, to build children's vocabulary skills and to help children to develop their confidence to speak in larger groups. When children need additional support for their speaking skills, staff tailor teaching to these specific needs. Consequently, where children start behind in their communication and language, they catch up quickly. This supports all children, including those with special educational needs and/or disabilities (SEND) and those in receipt of additional funding, to make good progress from their starting points.

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

- The manager is a strong leader. She works very closely with her staff to provide high-quality care and good learning experiences for all children. Staff say that they enjoy working at the setting and feel that they are valued and respected in their roles. The manager meets regularly with staff to offer advice and support. She recognises that there is more that can be done to target staff's professional development to continue to identify any gaps in staff's knowledge and refine the quality of teaching.
- Children gain good independence skills and are keen to manage age-appropriate tasks for themselves. For example, staff teach younger children how to change their shoes and coats as they go outdoors. They recognise when some older children need encouragement and support to persevere in learning these new skills. During mealtimes, staff help children learn to open packets and boxes with foods inside. Children tidy away after themselves and learn how to refill their own water bottles. These routines are embedded into the pre-school routines, and staff successfully help older children to develop good self-care skills in readiness for school.
- Staff use good opportunities to promote children's literacy skills. For instance,

they provide a range of books for children to choose from and sit with them to share favourite stories. Children, including those who are quieter and less confident, recite parts of the story, such as what the caterpillar has eaten, as staff give them time to think through and share their ideas. Children develop good speaking and listening skills and concentrate well.

- Staff teach children about the importance of healthy lifestyles. They help children learn about foods and drinks that promote healthy choices. For instance, children talk about the fruit they eat, including those they have tried at pre-school, and how this gives them energy. Children benefit from a variety of activities that promote their physical health. For instance, they take part in music and movement groups, practise balancing along 'coloured paths' in the garden and excitedly race their friends on ride-on cars. Children develop good coordination and control of their bodies, which contributes to their good physical development.
- Overall, children benefit from opportunities to develop their mathematical skills. For instance, at lunchtime, some children learn how to match numbers to quantities as they work out how many blue cups are on the tray. However, the mathematics curriculum is not fully embedded. Some staff miss opportunities to tailor learning for the older and most able children to improve their mathematical skills further. Furthermore, staff do not consistently extend other aspects of children's mathematical knowledge, such as shape, measure and size.
- Children with SEND are supported well at the pre-school. Staff work effectively with parents and other relevant professionals to devise and implement individualised care and learning plans. This means that children with SEND are supported well and make good progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen supervision arrangements to support staff's professional development needs, knowledge and skills
- support staff to embed the curriculum for mathematics in full so that older and the most able children have more opportunities to develop their understanding of numbers, shapes and other mathematical concepts.

Setting details

Unique reference number	EY466917
Local authority	Surrey
Inspection number	10312281
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	35
Name of registered person	Elm Tree Pre-School Limited
Registered person unique reference number	RP532899
Telephone number	07977892694
Date of previous inspection	25 April 2018

Information about this early years setting

Elm Tree Pre School registered in 2013. It operates from the village hall in Weybourne, near Farnham, in Surrey. The pre-school is open Monday and Friday, from 9am to 12pm, with extended days on Tuesday to Thursday, from 9am to 3pm. The pre-school receives funding for the provision of free early education to children aged two, three and four years. A total of five staff work with the children, and they all hold appropriate qualifications at level 2 or above.

Information about this inspection

Inspector
Tara Naylor

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.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 spoke to children, to find out about their time at the pre-school.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector carried out joint observations of a group activity with the manager.

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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