

Inspection of Young Explorers Pre-School of Weybridge

Girl Guide Association, Guide Hut, Palace Drive, Weybridge, Surrey KT13 8ND

Inspection date: 18 March 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

All children, including those who have special educational needs and/or disabilities, those who are funded and those who speak English as an additional language, make good progress in their learning.

Staff promote children's communication skills well. Staff recognise the environment is important in enabling children to listen and concentrate. They provide small groups in a quiet space to ensure that there is less distraction, enabling children who are less confident to participate. Staff are skilled at animating familiar stories, such as 'The Three Little Pigs'. Children help to build their houses from twigs, straw and blocks.

Staff provide regular opportunities for children to learn about different cultures. For instance, they create and design their own Easter cards. Some children choose to paint while others stick shiny shapes and tissue paper onto their cards for their families. Children listen to music carefully; they dance and shake their ribbons faster and slower to the different rhythms they hear.

Children's physical development is supported well through the variety of activities. They ride balance bicycles with confidence and learn to take turns on their favourite one. Children pour their drink at mealtimes, cut with scissors and make marks using pencils. Children are encouraged by staff to have a go at putting on their coats to go out to play.

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

- The provider has made improvements to the pre-school management team since the last inspection. The newly appointed manager has completed training to extend her knowledge and understanding of management issues. This includes safer recruitment and having a clear understanding of her role as designated safeguarding lead. The deputy manager works closely with the manager. They are both positive role models for the staff team they lead, and staff feel well supported.
- The management team monitors staff practice well. Managers identify staff's skills and use them effectively. Staff are clear on their roles and responsibilities, which ensures that the sessions run smoothly. The staff team has reviewed the environment to ensure that children can choose their toys, extend their play and know where to put the toys away. The play area is adjusted for individual children to meet their needs.
- Staff have a secure knowledge and understanding of safeguarding. They understand how to keep children safe through effective monitoring and working in partnership with parents. Staff have completed 'positive touch' training, so

they know how to physically move children from one place to another for their safety.

- The staff provide a varied and interesting early years curriculum. They place a strong focus on children's personal, social and emotional behaviour and their communication skills. Staff use a variety of themes throughout the year, including different cultural events and children's interests. The activities are generally well organised to support children's learning and meet their needs. However, on occasion, large-group activities are less effective.
- The staff know their children well. The key-person system is effective. Staff gather detailed information when children start to enable them to have a good idea about the child before they come to pre-school. They work in partnership with other professionals, such as the local authority inclusion officer. This ensures that they provide a suitable learning environment and have considered how they can make children feel more secure.
- Children generally behave well. They learn how to use their 'kind hands' and 'walking feet'. Staff reward children's achievements with a 'golden star', for instance when a child manages to join in some small-group work. Staff support children in feeling secure. They put in place effective procedures to manage their emotional behaviour, including lots of cuddles and reassurance. There are positive relationships between parents, children and staff, which makes children feel secure.
- There are effective partnerships with parents and other professionals. Staff work with local schools to ensure that children's transitions will be successful. Parents confirm the staff are amazing, they feel their child receives personalised care and the place is very special. Parents receive lots of useful information through newsletters, noticeboards and parent meetings.

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:

- review the organisation of large-group activities to make them more beneficial for children's learning and ensure their needs are met.

Setting details

Unique reference number	2526839
Local authority	Surrey
Inspection number	10317914
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	26
Number of children on roll	38
Name of registered person	Young Explorers Pre-School of Weybridge LTD
Registered person unique reference number	2526838
Telephone number	07738075848
Date of previous inspection	10 October 2023

Information about this early years setting

Young Explorers Pre-School of Weybridge registered in 2019 and is located in Weybridge, Surrey. It is open from 8.30am to 2.45pm, Monday to Friday, during term time only. There are eight staff employed. Of these, seven hold appropriate early years qualifications at level 3 or above. The setting receives funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Maria Conroy

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that 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 interactions between staff and children.
- Staff spoke to the inspector during the inspection.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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