

Inspection of South Nutfield Pre-School

SOUTH NUTFIELD VILLAGE HALL, Mid Street, Redhill RH1 4JJ

Inspection date: 19 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive happily and eager to learn. Staff greet children at the door and warmly welcome them into the setting. Children know the routine well. They find the building block with their name on it and wait their turn to add it to the stack of other named blocks. Staff count how many blocks there are with the children to see how many children are present. Parents come into the setting with their children and help them to find their photo and choose where to hang up their coat and bag. Children settle quickly into the activities staff have organised. For example, some children role play with each other while others draw pictures. Children confidently talk to adults and share the pictures they have drawn.

Staff provide children with plenty of opportunities to be physically active. For example, they set up small obstacle courses and support children to balance and negotiate their space. Staff remind children to put their arms out to the side to help them balance as they walk along low-level beams. Staff provide children with praise and encouragement. When children get to the end of the beams, they jump off, and one child says, 'Ta-da, I did it!' Staff encourage children to think about risks. For example, they remind children to put down toys before they walk along the balance beams and to wait for their turn. Children have free-flow access to the outdoor area where they continue practising their physical skills.

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

- The manager has made improvements since the last inspection. She has addressed the actions that were raised and has worked with the local authority to ensure she has made the necessary changes. Staff receive regular supervision sessions and discuss any training they may need or like to do. Staff report they feel well supported.
- Staff know their key children well. They observe children and monitor the progress they make. Children know who their key person is. They look for their photo, which is displayed alongside staff photos. These are displayed on a picture of a bus. Staff ask children to count the number of seats left on each key-person's bus. Children delight as they try to work out how many more children can join their key-person's group.
- Children generally behave well. Staff remind children of the pre-school rules. For instance, they remind children to use 'walking feet' and 'indoor voices' when inside. Children know the routines of the day and wait to be chosen to be the helper at the start of the session. Staff choose children to push the trolley with everyone's lunch boxes, and to carry the fruit bowl with parents' fruit donations, to the kitchen area.
- Staff understand the importance of supporting children's communication and language. They sing to children, read stories and encourage children to share

their ideas. For example, they ask children open-ended questions to encourage conversation. However, at times, staff do not adapt their practice to support children's individual levels of development. For example, they do not always adapt how they communicate with children whose language development is not as advanced as others.

- Parents are happy with the care their children receive. They know who their child's key person is and what they are learning about. Parents are given ideas about how they can support their child's learning at home. They feel the communication is very good, and they are regularly updated on activities their children have been involved in. For example, they know what their children have learned about on the weekly outings they go on, including making mud pictures and hanging bird feeders in the woods.
- Staff understand the curriculum intent and the skills they are focusing on helping children achieve. For example, they are encouraging children's social skills, emotional development and communication. However, staff do not consistently use opportunities during children's play to precisely target children's individual learning and enhance their skills further.
- Children are extremely independent. Staff have taught children a technique to help them put their own coats on, and children consistently use this technique when getting ready to go outside. Children manage their own personal care and ask for help when they need it. For example, children know where the tissues are and independently wipe their own noses. Staff encourage children to serve themselves fruit and pour their own drinks at snack time.

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:

- help staff to identify how to adapt the support they give to promote the communication and language of children at different developmental levels
- support staff to identify opportunities during children's play to enhance their learning and development even further.

Setting details

Unique reference number	EY466930
Local authority	Surrey
Inspection number	10292031
Type of provision	Childcare on non-domestic premises
Registers	Early Years 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	14
Name of registered person	South Nutfield Pre School Partnership
Registered person unique reference number	RP528653
Telephone number	07817935621
Date of previous inspection	20 April 2023

Information about this early years setting

South Nutfield Pre-School registered in 2013. It is located in Redhill, Surrey. The setting is open on Monday, from 8am to 1.30pm, and Tuesday, Thursday and Friday from 8am until 3pm, term time only. The pre-school is in receipt of funding to provide free early education for children aged two, three and four years. There are five members of staff, of whom three hold relevant early years qualifications at levels 2 and 3.

Information about this inspection

Inspector

Pippa Clark

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.
- Children spoke with the inspector during the inspection.
- The inspector carried out joint observations of group activities with the manager.
- Staff spoke to the inspector during 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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