

Inspection of Doris Venner Pre-School

The Venner Youth & Community Centre, The Manor Drive, Worcester Park, Surrey
KT4 7LG

Inspection date: 26 February 2024 - 16 April 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Staff create a safe and inclusive environment for all children, including those who speak English as an additional language. Staff collect relevant information from parents to understand children's learning and care needs. This helps staff to build strong relationships with children.

Leaders and managers have high ambitions for individual children's progress. They plan an effective curriculum and use funding well to support individual children to catch up with their peers. Staff are skilled at enabling all children to make decisions about their play. They use a range of visual aids to support children's communication skills and to enable children of all abilities to make choices. This has a very positive impact on children's confidence, including children with special educational needs and/or disabilities (SEND).

Staff supervise children well. They give children lots of praise, which motivates children to play. For example, this is evident as children pretend to cook at the mud kitchen during outside play. They happily tell adults, 'I'm cooking fried eggs,' while others say, 'I'm making pizzas.' Children show lots of enjoyment through their interactions with others. Staff are consistent in their expectations of children's learning and behaviour. For example, they remind children gently what to do at snack times and mealtimes to avoid accidents. Staff engage children in mindfulness activities to help regulate their feelings and emotions. Children respond well to this. Staff teach children knowledge and skills that they need for the next stage of their education.

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

- The manager has a clear vision for the pre-school. She evaluates staff's practice rigorously to ensure that staff continue to provide children with a high-quality service. For example, the team wants to enrich children's outdoor experiences to fully support those who prefer to play in the natural world.
- The manager has a sound knowledge of the signs, symptoms and indicators of abuse. She is particularly aware of how social media platforms may compromise children's safety. The manager shares her knowledge of safeguarding with staff to ensure that they can identify and report any concerns they may have about children's welfare.
- Parents are very happy with staff's practice. They receive relevant information about their children's progress and any gaps in their learning. Several parents spoke of the gains that their children have made, both academically and in their personal development, such as social skills. They are extremely assured that their children are happy, nurtured and well cared for in this pre-school. The strong partnership between parents and staff benefits children well.

- Staff, particularly those who work with children with additional needs, are highly dedicated to ensuring that children receive the best support. They are in close contact with other professionals, such as their early years adviser, to monitor children's learning needs. This helps children, including those with SEND, to make notable progress. For example, children with speech and language difficulties are now supported to use symbols and signs alongside speech to communicate with others.
- Staff observe and assess children's learning regularly to plan an ambitious curriculum. However, although staff identify appropriate learning intents, during some planned activities, they do not focus well on these to achieve the aims of the activity.
- Staff are good at promoting children's healthy lifestyles. For example, they ensure that children wash their hands before touching food, to minimise the risk of cross-contamination. Staff also promote fresh air and regular exercise. This supports children's mental and physical well-being effectively.
- Staff introduce several initiatives, such as a 'suitcase challenge', to encourage children to share their views and ideas. They discuss these initiatives during group times. Children feel valued and develop a sense of belonging at the setting.
- Staff complete robust and thorough procedures to promote safer recruitment. They report that they receive ongoing support and professional development. For example, since the last inspection, staff have developed a better understanding of gender stereotypes. This has given them the confidence to challenge children's language during play. The impact of this work can be seen in children's positive behaviour.
- The provider has not informed Ofsted, as required, of changes to the trustees of the organisation. As a result, Ofsted was not provided with the required information to complete suitability checks for the trustees in a timely manner. The provider has now taken steps to put matters right.

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:

- support staff to successfully deliver the intended learning intentions during planned activities.

Setting details

Unique reference number	131807
Local authority	Kingston upon Thames
Inspection number	10316926
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	50
Number of children on roll	80
Name of registered person	Doris Venner Pre-School Committee
Registered person unique reference number	RP521900
Telephone number	020 8330 3672
Date of previous inspection	14 May 2018

Information about this early years setting

Doris Venner Pre-School registered in 1992 and is located in the London Borough of Kingston upon Thames. The pre-school is open during term time only, from 9.15am to 3.30pm Monday to Friday. There are 17 members of staff who work with the children. Of these, 14 hold appropriate early years qualifications ranging from level 2 to level 6. The pre-school receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspectors

Marisol Hernandez-Garn
Geetha Ramesh

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the pre-school.
- The manager took the inspector on a learning walk and explained their curriculum and what they want the children to learn.
- Parents spoke with the inspector to share their views of the pre-school. Some parents shared their views through questionnaires and written feedback, which were also taken into account.
- The inspector spoke with staff and the special educational needs coordinator to find out how they support children's learning and development. She engaged with children at appropriate times during the inspection.
- The inspector carried out a joint observation with the deputy manager and evaluated the impact of this on children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors. She checked the required documentation, such as staff's suitability and training certificates.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024