

Inspection of Tandridge Village Pre-School

Tandridge Village Hall, Tandridge, Surrey RH8 9NN

Inspection date: 25 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

Children are happy and thoroughly enjoy their time at the pre-school. They receive a friendly and warm welcome from staff, with whom they have formed secure bonds. Children regularly reach out to staff for cuddles throughout the day. This demonstrates how safe and secure they feel. Staff are good role models, who listen respectfully to children and guide them on how to treat others with kindness. Children behave well and understand what is expected of them.

Staff promote children's independence well. For instance, children learn to put on their coats and shoes, ready for their outdoor sessions. Children show pride in accomplishing these tasks, proudly announcing, 'I did it'. They enjoy lots of time outdoors to support their physical skills, core strength and well-being. Children have regular access to outdoor play spaces and the oldest children also head off to the nearby woods for weekly forest school sessions. Staff provide a range of resources and activities to help children to move in different ways, such as bicycles, scooters and balancing equipment. Children confidently climb, throw and catch, as well as enjoying the 20-minute weekly walk to forest school. They understand how to keep themselves safe. For example, during the forest school activity, children clearly explain the boundaries and safety rules in place.

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

- The manager is reflective and has a clear and ambitious vision for the pre-school that is shared with the team. They strive to deliver high-quality care and education. Staff are offered support and coaching to help them carry out their roles and responsibilities effectively. They are encouraged to complete training courses and attend regular meetings to raise the quality of education provided for the children.
- Overall, staff plan a broad and balanced curriculum around the children's interests and learning needs. They know the children well and use their observations and assessments of children to determine their next steps in learning. Leaders reflect on the effectiveness of the teaching and learning, and support staff to develop their practice. However, this support is not focused enough on ensuring all staff understand the delivery of the curriculum for the youngest children. Consequently, younger children, at times, lose focus and do not maintain high levels of concentration.
- Staff clearly set out their expectations for children's behaviour, which children respond well to. They celebrate children's work, offering regular praise and encouragement. This helps children to develop a sense of pride in their achievements. Staff promote positive behaviour management strategies. They swiftly support children when taking turns and, through discussion, they help children to understand their own feelings and emotions.

- Staff support children's mathematical learning well across the pre-school. They make the most of daily tasks to develop children's understanding of mathematical concepts. For example, staff use songs and rhymes to introduce children to numbers and counting. Younger children learn to differentiate between big and small objects and to sort objects by size. Older children giggle excitedly as they use a large measuring tape to measure each other and work out who is the tallest in the group. Children also use mathematical language as they play. This helps to build children's mathematical skills, which provides a firm foundation for future learning.
- Overall, children's communication and language skills are supported well. Staff talk to children, successfully modelling words and sentences. They encourage children to name objects they see to help them use new vocabulary. Staff use a mixture of stories, songs and rhymes throughout the day. Older children are fascinated and engaged when listening to a story at group time and enthusiastically join in with the parts they know. Younger children chat excitedly as they play. However, staff do not always recognise the opportunities that arise to build on children's interests in activities to extend their language and thinking more fully.
- Staff support children with special educational needs and/or disabilities (SEND) well. They work with parents and other professionals to share information and provide targeted support to help children with SEND make the best possible progress. Any additional funding the pre-school receives is used to support children's individual needs, such as purchasing additional resources or extra staffing to allow even more focused support.
- Partnerships with parents are a strength of the pre-school. Staff regularly communicate with parents and keep them up to date with their children's care and progress. Parents share very positive views of the nursery. For example, they mention the support they receive as a family, and the ideas they are provided with to help enhance their children's learning at home.

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 develop a more secure understanding of how to implement the curriculum for the youngest children
- strengthen staff skills in recognising the opportunities that arise to build on children's interests in activities to extend their language and thinking more fully.

Setting details

Unique reference number	122727
Local authority	Surrey
Inspection number	10335190
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	24
Number of children on roll	37
Name of registered person	Tandridge Village Pre-School Committee
Registered person unique reference number	RP518182
Telephone number	07900474654
Date of previous inspection	7 June 2018

Information about this early years setting

Tandridge Village Pre-School registered in 1992 and is in Tandridge, near Oxted, Surrey. The pre-school is open during school term times on Tuesday, Wednesday, Thursday and Friday, from 9am to 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. There is a team of 11 staff, of whom seven have appropriate qualifications ranging from level 3 to level 6.

Information about this inspection

Inspector

Joanne Allen

Inspection activities

- This was the first routine inspection the nursery 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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- At suitable times during the inspection, the inspector spoke to staff, parents and children and took their views into account.
- The inspector and the manager observed interactions between adults and children. They discussed the learning that took place.
- The manager and her staff explained their role in safeguarding children to the inspector.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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