

# Virginia Water Community Pre-School



Beechmont Avenue, Virginia Water, Surrey, GU25 4EY

## Inspection date

10 October 2017

Previous inspection date

Not applicable

## The quality and standards of the early years provision

**This inspection:**

**Good**

**2**

Previous inspection:

Not applicable

Effectiveness of the leadership and management

Good

2

Quality of teaching, learning and assessment

Good

2

Personal development, behaviour and welfare

Good

2

Outcomes for children

Good

2

## Summary of key findings for parents

### This provision is good

- The pre-school environment is welcoming and staff offer children a happy, inclusive place to learn. Staff know the children very well. Children have warm bonds with staff, are content and emotionally secure in their care.
- The provider has a good understanding of her role and knows the children. She keeps a visible presence at the pre-school and is supportive of the newly appointed manager.
- Together all staff review and reflect on their practice. They competently use new systems for monitoring the quality of children's learning. This is making significant improvements to the monitoring of children's progress.
- Staff adhere to the provider's risk assessments, policies and procedures to guide their practice and support children's well-being. Children behave very well and show awareness for their own safety.
- Children learn in an exciting and interesting environment. Well-established partnerships with other professionals help staff to support children who need additional intervention. Staff ensure all children get the help they need, and any gaps in learning are closing. All children make good progress, are motivated and eager to take part in their activities.

### It is not yet outstanding because:

- Staff miss opportunities to broaden children's understanding of literature, for example, by using reference books or written text to give further clarity to what children learn.
- Sometimes, staff are not confident to build on children's mathematical understanding to increase their interest and curiosity in number, shape, size and measure, for example.

## What the setting needs to do to improve further

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

- encourage different ways for older children to extend their developing literature awareness
- extend the ways all children are introduced to numbers, sizes and shapes during their everyday play to extend their mathematical awareness.

### Inspection activities

- The inspector observed children as staff interacted with them during their play indoors and outdoors.
- The inspector spoke with staff, children and parents.
- The inspector completed two joint observations with the manager. They discussed how staff plan for children's individual learning.
- The inspector sampled the provider's documentation and children's records.
- The inspector met with the provider and the manager. They spoke about how staff update their skills and knowledge and evaluate the quality of care offered to children.

### Inspector

Aileen Finan

## Inspection findings

### Effectiveness of the leadership and management is good

The provider uses effective recruitment and induction for staff to ensure their suitability. Dedicated staff are proactive in updating their skills and knowledge. They state how training to support their planning and interactions with two-year-olds has been extremely useful. They recently adapted their practice to support children aged two when they first started attending. Staff add that their reflection about the resources and environment further improved the quality of care and learning for the youngest of children. Partnerships with parents are positive. Parents comment that the planned home visits and open days are beneficial to enable their children to settle well. Staff are able to get to know the children prior to when they start at pre-school. Safeguarding is effective. Staff are confident in their understanding of all aspects of safeguarding matters to protect children in their care.

### Quality of teaching, learning and assessment is good

The newly appointed manager has worked efficiently with staff to build on their practice for planning and assessment. Staff have a good knowledge of children's starting points and plan well for their next steps. Overall, the quality of teaching is consistently good. The team works well together and interacts with children effectively. Staff enthusiastically extend what children learn. For example, when children help with snack, staff give timely reminders about how to hold the knife and offer children opportunities to think and be curious about what they do. Staff ask children what the fruits and vegetables feel like and encourage them to use new words such as 'sticky' and 'seeds'.

### Personal development, behaviour and welfare are good

Staff provide a broad range of stimulating activities, indoors and outdoors. Regular outdoor play supports children's physical development well. Staff encourage independence, such as in children's self-care skills. Children understand the importance of good handwashing, particularly when they help to prepare snack. Staff give clear and consistent messages about their expectations for behaviour, which means that children clearly understand the rules for the day. Staff encourage children's awareness of their differences. Children show each other respect and help their friends, such as taking turns when they play board games together.

### Outcomes for children are good

Children enjoy their play. Older children show curiosity in their topics, such as learning more about autumn. Children are eager and attentive as they recall and recognise different creatures' habits to build on their understanding of the wider world. For example, they name 'acorns' and 'chestnuts' and describe natural resources with words such as 'sharp', 'smooth' and 'spiky'. Younger children develop physical skills outdoors while using their communication skills to follow instructions when they jump, for example. All children show readiness for the next stages of their learning.

## Setting details

<b>Unique reference number</b>	EY491677
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1021198
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Virginia Water Community Pre-School
<b>Registered person unique reference number</b>	RP534772
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01344 842892

Virginia Water Community Pre-School registered in 2015. It operates from a community building. The pre-school is open from 9am to 3pm from Monday to Friday, term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

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