

# Worplesdon Pre-school

Inspection report for early years provision

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<b>Inspection date</b>	02/03/2011
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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Worplesdon Pre-school is a group privately owned by two partners, which was first registered in 1989. In April 2008, one partner retired and an existing employee joined the partnership. The provision is registered on the Early Years Register to care for a total of 50 children from two to five years. It operates from two halls in the Memorial Hall in the village of Worplesdon near Guildford, Surrey, and serves the local community and the surrounding areas. The pre-school has access to an enclosed outdoor play area. There are currently 51 children from two to five years on roll. This includes 43 children in receipt of nursery education funding.. Children attend a variety of sessions. The pre-school meets five days a week during term time only. Sessions operate between 9.15am to 12.15pm, with older children staying for an extended session which includes lunch and lasts until 1.00pm. On Wednesdays the pre-school operates as one group with all children having the option of staying for lunch. Afternoon sessions are also available during the summer term. The setting currently supports a number of children with special educational needs and/or disabilities and those who speak English as an additional language. There are 10 members of staff working with the children, of whom nine have an early years qualification to NVQ level 3. There is one member of staff currently on a relevant training programme. The setting receives support from a mentor from the Early Years Development and Childcare Partnership, and has just completed an Early Years Quality Assurance recognition scheme.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children have a fantastic time at the pre-school and thrive within the highly supportive and caring environment. They are making excellent progress with their learning and development as a consequence of the high levels of sensitive support staff give them. Staff ensure that all children are fully integrated into pre-school sessions and inclusive practice is positively promoted. A wealth of documentation is in place to support all areas of practice, most of which contains very good detail. Pre-school staff are professional and dedicated to continually improving their practice to provide high quality outcomes for all children in their care

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving the monitoring of children's assessment records to ensure they are regularly updated to show children's progress in all areas.

## **The effectiveness of leadership and management of the early years provision**

Staff work extremely well as a team to ensure sessions run smoothly and all children have equal opportunities to develop in all skill areas. Excellent use is made of both the indoor and outdoor environment as learning areas, and children are able to choose where they play. Age appropriate and accessible resources are set out which promote skill development in all areas, and children are actively occupied at all times with purposeful play. Space is very effectively used to meet children's needs for quiet areas, such as the book corner, and for more active play, for example on the soft play apparatus set out in the main hall. An extensive range of displays, including both educational posters and children's artwork, provides a very welcoming and stimulating surround for children. Children develop a sense of belonging as they see, for example, their painted and collage elephant pictures on display. Children's welfare is safeguarded very well as staff are confident with the procedures to follow with any concerns. All staff have attended safeguarding training and detailed policies are in place to support nursery practice. All staff have been vetted and robust procedures are in place to ensure the ongoing suitability of staff to work with children. Risk assessment records are maintained for the pre-school and ongoing checks ensure children are safe at all times.

There is a high commitment to working in partnership with parents and others involved in children's care and education. For example, to ensure smooth transitions from home to pre-school, staff work in excellent partnership with parents to ensure all relevant information is shared regarding children's individual care and learning needs. Parents are invited in to 'Play and Learn' sessions where they gain an insight into pre-school life and they are provided with regular information about their child's development. They state that the pre-school is 'fantastic', 'amazing' and a 'wonderful setting', and that children's profile records are 'so detailed and really accurate'. The pre-school's policies and procedures actively promote equality and diversity. Children learn about diversity through planned activities and parents are welcomed into the pre-school to share information about their cultures. For example, children have learnt about Japan from a visiting parent and have celebrated the Chinese New Year by making a dragon out of recycled materials. Management and staff continually evaluate pre-school practice and a comprehensively detailed self-evaluation form has been completed reflecting on all areas of practice. A focused improvement plan is in place and continual improvements are being made. For example, the pre-school have started a homelink with fathers and grandparents using an Owl Babies book story sack. Professional development is ongoing for all staff and all recommendations raised at the last inspection have been addressed. Documentation to support practice is well maintained and regularly reviewed, although some children's development records have not been rigorously monitored to ensure progression is tracked in all areas.

## **The quality and standards of the early years provision and outcomes for children**

Children flourish within the pre-school and have excellent relationships with staff, who they turn to readily for support showing they feel safe and secure in their care. They are sociable and confident and play exceptionally well together. Staff sensitively support play whilst effectively balancing children's needs for independent exploration. All staff are involved in planning and comprehensive planning documents are compiled showing the continuous and enhanced activities provided for children. Planning is displayed and weekly learning objectives in all areas are shown. Staff maintain learning journey records for all children with observational and photographic evidence of their progress. Children are making excellent progress with developing their future skills as a consequence of skilful staff interaction in extending and developing learning through play. They ask children questions to make them think; for example, when children add rice to a mixture of water and oats they are encouraged to notice whether the rice floats or sinks. Children are enthusiastic and eagerly participate in activities. They explore the texture of shaving foam with their hands and notice the changes made when water is added to dry oats, and then the change in colour when different colour rice grains are stirred in. They have excellent opportunities for creative expression with free access to a variety of craft resources. They concentrate well as they do observational paintings of daffodils and catkins. Some children paint their names on their artwork with clear, recognisable letters.

Children amicably share resources, such as tools when modelling with dough, and take responsibility for their environment as they industriously use a dustpan and brush to sweep up rice spilt on the floor. They demonstrate good manners as they politely ask staff for an apron before they engage in messy play, and develop their practical life skills as they wash their own bowls after snack time. Staff help lay firm foundations for children's learning and encourage children to be independent, praising them and encouraging them to boost their self-esteem. Children have daily opportunities to develop their physical skills and thoroughly enjoy play with the apparatus set out for them in the hall. They carefully walk along balance beams, crawl through tunnels, and safely climb the steps on the climbing frame before sliding down onto the crash mats below. They use their imagination well as they pretend to slither like snakes and move like lions, while others pretend to go on a journey together to the park. They develop their sense of rhythm as they play musical instruments to accompany the story of the 'Three Billy Goats Gruff' being read to them by staff. Their communication skills are very well developed and they understand and follow instructions. They order their thoughts well before speaking and confidently talk about how plants need water and sun to grow. They have grown flowers, vegetables and herbs in the pre-school gardens which has developed their knowledge of the natural world.

Children demonstrate an understanding of routine hygiene practice as they use the mobile hand washing unit to wash their hands before eating a healthy snack of fruit. They talk about how staff need to wear gloves when dealing with blood from cuts and they help keep their environment tidy as they put resources away. They have an awareness of safety and talk about how drinks should not be too hot or

they burn your mouth. They take part in fire drill practises which reinforces their awareness of how to keep themselves safe at the pre-school. Children enjoy their childhood and have fun as they engage in a variety of interesting and exciting activities that inspire them to learn.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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