

# Bisley Pre-School

Village Hall, Guildford Road, Bisley, Woking, Surrey, GU24 9EG



<b>Inspection date</b>	13 February 2015
Previous inspection date	1 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff are well qualified and have an expert knowledge of how young children learn. Consequently, teaching across the pre-school is very strong.
- All children show high levels of independence. The routine and structure of the day enables children to investigate and explore and play a full and active role in their learning.
- Children form extremely close relationships with their key person and other staff working in the pre-school. This really helps them to settle and develop confidence and means that they are well prepared for the next stage in their learning.
- Staff have a secure understanding of how to safeguard children. Leaders follow robust procedures when they recruit new staff. Families receive good support and children are kept safe and secure during their time at pre-school.
- Staff are always on hand to extend children's learning, taking every opportunity to promote their curiosity. Staff interact skilfully with children to question and challenge their thinking.

### It is not yet outstanding because:

- Systems to assess and monitor the progress made by different groups of children are at an early stage and not yet fully implemented.
- Opportunities for all parents to be informed about children's next steps in their development and how they can extend and support this at home have not been fully considered.

## What the setting needs to do to improve further

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

- implement and embed the new systems to assess and monitor the progress made by different groups of children
- introduce ways to share information routinely with all parents about their child's next steps in their learning and offer suggestions as to how they can support and extend this at home.

### Inspection activities

- The inspector observed the quality of teaching and its impact on children's learning both indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and the nominated person.
- The inspector looked at a range of documentation, including records of the progress children have made, the setting's self-evaluation and improvement plan and evidence of suitability of staff working in the pre-school.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- The inspector spoke to a number of parents at the beginning of the inspection and took account of their views.

### Inspector

Gill Wallace

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children are keen and inquisitive learners because they are engrossed in a wide range of activities and experiences, both inside and out. The vibrant environment, the structure and routine of the session and the skilful interactions from staff ensures children follow their interests and are supported to become confident and critical thinkers. Skilful questioning from staff encourages children to problem solve and work out why some cars fall off the end of the bridge they have made. They discover that some cars race down the hill faster than others and work out how to adapt their bridge to prevent the cars falling off. Children are confident speakers, including the very youngest and children who speak English as an additional language. Circle time provides opportunities for children to develop confidence speaking in a large group as they talk about the item they have brought in from home. Staff support the younger children effectively sitting them on their lap to ensure they remain engaged and focused and children are reminded to 'put their listening ears on'. Staff model language and introduce new vocabulary to children. Children's imagination is extended beautifully because staff know when to sit back and observe, and when to intervene to support and extend children's learning.

### **The contribution of the early years provision to the well-being of children is outstanding**

Children's behaviour is exemplary because they are engaged in their learning and staff have high expectations. New children settle exceptionally well. The induction process is flexible and staff work very closely with parents so that they fully meet children's individual needs and care routines. Children display a real sense of belonging as they hang their coats up, place their lunch boxes on the trolley and find their name card to register that they have arrived. Younger children feel secure and soon choose to place their comforter from home in the basket once they become absorbed in their activities. Children cooperate exceptionally well together and are respectful inviting others to join in their play. They develop very good physical skills and learn to take risks in a safe environment. Dressed in knights costumes children show wonderful imagination and excitement; they pretend the balancing beams are the castle walls which they must walk on before climbing the steps to complete their adventure.

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

Leaders and managers understand their responsibilities, work closely together and are driven to improve. This drive has led to an awareness for the need to introduce formal monitoring of staff practice and the quality of assessment. Systems to monitor the progress of different groups of children are not yet embedded to ensure any variations in progress are identified. The introduction of a second parent consultation meeting each year means parents have more opportunities to be informed about their child's progress. Staff work closely with parents where children require additional support. However, children's next steps in their learning are not routinely shared with all parents so that they can support and extend learning at home.

## Setting details

<b>Unique reference number</b>	119943
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1004591
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Bisley Pre-School Committee
<b>Date of previous inspection</b>	1 March 2011
<b>Telephone number</b>	07855 194070

Bisley Pre-School registered in 1983. It is a committee group operating from Bisley Village Hall in Surrey. Children are accommodated in the main hall and have use of an enclosed outdoor play area. Suitable toilet and kitchen facilities are available. The pre-school opens five days a week, term time only Monday, Tuesday, Thursday and Friday 9.15am to 2.15pm and Wednesdays 9.15am to 12.15pm. Children attend for a variety of sessions. The setting is in receipt of funding for the provision of free early education to children aged three and four. There are seven members of staff currently working with the children, all of whom hold a recognised early years qualification. In addition, two members of staff hold early education and childcare foundation degrees.

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