

Bisley Pre-School

Bisley Village Hall, School Close, Woking, Surrey, GU24 9EG



Inspection date	31 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 well-qualified staff team creates a warm, nurturing and inviting environment at the pre-school. Staff effectively assess observations of children at play and identify their next steps in learning. Children make good progress in their learning and development.
- The manager supports staff extremely well and uses an effective programme of performance management and supervision meetings. These help to identify specific individual training needs and help to raise the quality of practice even further.
- Children are prepared well for their eventual move to school. They share their opinions in a variety of ways. They cooperate in group activities, take turns and behave well.
- Children settle quickly and form close bonds with staff. They show they are relaxed and comfortable in the pre-school and display high levels of self-esteem.
- Staff communicate effectively with parents and let them know how their children are progressing and how they can help continue their children's learning at home.

It is not yet outstanding because:

- Staff do not fully support children's independence. For example, they do not encourage children to manage some tasks for themselves, such as pouring their own drinks.
- Staff do not track children's progress consistently enough, to help them swiftly identify when a child may need more focused support for a specific aspect of their learning.

What the setting needs to do to improve further

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

- provide even more opportunities for children to complete tasks for themselves, so that their already good independence skills can be raised to even higher levels
- track children's progress even more precisely, to help identify and implement effective ways to support children in making the best possible progress in their learning.

Inspection activities

- The inspector had a tour of the premises, spoke with children and staff throughout the inspection, and took account of the views of parents spoken to on the day.
- The inspector observed the quality of teaching during activities inside and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a meeting with the manager. The inspector looked at relevant documentation, such as accidents, medication and health and safety records. She viewed relevant policies and procedures, and discussed self-evaluation.
- The inspector looked at evidence of the suitability and qualifications of staff working at the setting.

Inspector

Hazel Farrant

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff are confident in the procedures to follow should they have a concern about the welfare of a child. They clearly know the signs and symptoms of abuse and neglect. Policies and procedures, such as accident and medication procedures, are adhered to effectively. Thorough risk assessments help to minimise hazards and enable children to play in safety. The management team evaluates the training that staff attend to help ensure it has the maximum impact on outcomes for children. Recruitment and induction procedures are robust, contributing to the safety of children and efficient management of the pre-school. The management team continually reflects on its own practice and gains the views of parents as part of the process.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently good. Staff engage in purposeful interactions with children, helping to motivate and challenge children's learning during play. Children are making good progress from their starting points in their learning and development. Staff know the children very well and plan activities around their current interests. Children become engrossed in role play and use the available resources well to support their imagination. Staff encourage children to develop their writing skills well. For example, older children trace over the letters of their own name while younger children make marks in the sand and compost.

Personal development, behaviour and welfare are good

Staff know children's individual care needs well. They work closely with parents and other professionals to help ensure that children's individual needs are effectively met. Children learn the importance of following a healthy lifestyle. For example, they enjoy playing energetically outdoors, where they run, balance and ride wheeled toys with increasing confidence. Children are developing their social skills well. They are kind and considerate to others and show good manners.

Outcomes for children are good

Children are keen to share their experiences in small-group and large-group discussions. They are able to confidently join in with making sounds and saying repetitive sentences at story time when listening to favourite stories. Children show fascination as they play with sand. They notice how the sand forms a solid mass and then trickles through their fingers. Children take a keen interest in growing their own fruit and vegetables. They understand what a plant needs to grow and recognise the differences between the sizes and shapes of seeds as they press them into the compost.

Setting details

Unique reference number	EY489242
Local authority	Surrey
Inspection number	1016035
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	34
Name of registered person	Bisley Pre-School CIO
Registered person unique reference number	RP534587
Date of previous inspection	Not applicable
Telephone number	07855 194070

Bisley Pre-School first registered 1983 and re-registered in 2015. It operates from Bisley Village Hall, Bisley, near Woking in Surrey. The pre-school operates Monday to Friday, during term time only. Opening hours are from 9.15am to 12.15pm on Wednesday and from 9.15am to 2.15pm on Monday, Tuesday, Thursday and Friday. There are seven members of staff currently working with the children, six of whom hold a recognised early years qualification. In addition, two members of staff hold childcare foundation degrees and one holds a Certificate in Education. The pre-school is in receipt of funding for the provision of free early years education for children aged two, three and four years.

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