

Worplesdon Preschool

Memorial Hall Cottage, Perry Hill, Worplesdon, Guildford GU3 3RF



Inspection date	12 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

The provision is outstanding

- The highly successful management team has an excellent determination to achieve and maintain the highest standards of care and learning for children.
- Staff interactions with children are extremely intuitive. Staff have very high expectations for what children can achieve and use a very varied range of teaching methods to support children to make the best possible progress from their starting points.
- Staff make excellent use of the extensively resourced and stimulating environment. Children are incredibly keen to explore their surroundings indoors and during outdoor play. Staff inspire children to be inquisitive and highly motivated.
- Partnerships with parents, other early years providers and external professionals are excellent. Staff provide parents with a wealth of information about children's learning and progress. The shared approach to children's care and learning helps to promote high levels of consistency and continuity for all children.
- The monitoring of staff practice is extremely effective to ensure that the quality of teaching is of consistently high quality. One example of this, is the completion of regular supervision meetings and thorough observations of staff practice. This helps staff to raise the quality of their interactions with children continually.
- Staff provide exemplary care for the children. The highly qualified and experienced staff create a calm and nurturing environment, and help children to make secure relationships. For example, individual transition plans help all children, including those who have special educational needs and/or disabilities, settle quickly into their daily routines.

What the setting needs to do to improve further

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

- continue to develop further the already strong systems for tracking the progress of different groups of children, to help to increase the potential to maintain excellent learning outcomes for all children.

Inspection activities

- The inspector observed practice and staff interactions with children, and assessed the impact of this on their learning.
- The inspector explored the arrangements for safeguarding of children. She also completed a joint observation with the manager.
- The inspector held discussions with the management team and the other members of staff to discuss areas of leadership and management, including supervision and support arrangements and the use of the self-evaluation process.
- The inspector spoke with parents and took account of their views and comments, alongside emails of support and a wealth of thank-you cards from parents, past and present.
- The inspector sampled a range of documentation, including evidence of suitability checks of staff who work directly with children and children's developmental records of progress.

Inspector
Nina Lambkin

Inspection findings

Effectiveness of leadership and management is outstanding

The leaders and managers are highly ambitious for the preschool. They take great pride in the strong staff team they have developed. Their qualifications, training and experience significantly contribute to the outstanding progress that children make. Safeguarding is effective. Managers and staff have a strong understanding of different child protection issues and know how to handle concerns. The management team implements robust risk assessments, and policies and procedures, which underpin staff practice to promote children's health, safety and well-being expertly. These help to protect children from different types of harm. Staff reflect extremely well on the activities they plan and continually evaluate their practice. They share their evaluations to ensure that positive changes are made to enhance their provision continually.

Quality of teaching, learning and assessment is outstanding

Staff have an exemplary knowledge of how to teach children the skills they need for the next stage in their learning. They use their observations and assessments of children, alongside the children's interests, to plan very exciting stimulating activities with a focus on supporting next steps in learning. For example, key workers plan innovative ways to engage children in colour-mixing activities using play dough. These learning opportunities are mirrored inside and out so that all children, including those who prefer to learn outside, have the same opportunities. Children enjoy a wealth of opportunities for exploration. For example, they investigate sunflower heads with magnifying glasses, comparing their findings to pictures in factual books. Children have excellent opportunities to develop their imaginative and creative skills. For example, they create interesting pictures using broccoli and other items they can find to add to their picture.

Personal development, behaviour and welfare are outstanding

Children are extremely happy and well settled. They demonstrate high levels of independence as they manage their own personal care needs in readiness for school. For example, children look after their own possessions well, cut their own fruit for their snack and pour their own drinks. Staff create a culture of mutual respect and provide children with a wide range of opportunities to learn about diversity beyond their own experiences. Children's behaviour is exemplary. They are extremely kind and helpful towards staff and each other. Children have outstanding opportunities to challenge their physical abilities, such as by moving in a range of ways to complete an obstacle course successfully that they work together to build. Staff give children meaningful praise. This helps them to develop confidence in their own abilities as they understand what they can achieve well.

Outcomes for children are outstanding

Children make excellent progress in their learning from their starting points. They are able to listen and focus actively on tasks to extend their learning. They develop strong social skills and are confident speaking to new people. Older children develop excellent literacy skills, such as giving meaning to the marks they make. Children are extremely well prepared for the next stage in their learning and the move to school.

Setting details

Unique reference number	EY540245
Local authority	Surrey
Inspection number	10080227
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	50
Number of children on roll	39
Name of registered person	Worplesdon Early Years Llp
Registered person unique reference number	RP540244
Date of previous inspection	Not applicable
Telephone number	07788441623

Worplesdon Preschool registered in 2016. It is situated just outside of Guildford, in Surrey. Sessions are on Monday, Tuesday and Thursday from 8.15am to 3.30pm, and on Wednesday and Friday from 8.15am to 1pm. It operates term time only. There are nine members of staff. Of these, one holds qualified teacher status, five hold appropriate early years qualifications at level 3 or above, while the management team holds qualifications at level 6. The nursery provides funded early education for children aged two, three and four years.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

