

Inspection of Young World Pre-School

Scout Headquarters, 121 High Street, Horsell, Woking, Surrey GU21 4SS

Inspection date: 11 February 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive eager to start their day at this nurturing pre-school. They know the routines very well. They hang their coats up and change into their plimsols. This helps promote children's independence from the outset. Staff take the time to get to know the children and families. This helps new children quickly settle in this friendly pre-school. Children demonstrate they feel safe and have a good sense of belonging as they talk about their morning with the staff.

Staff provide opportunities for children to develop their imaginations. For example, children enjoy the role play area, pretending they are shopkeepers. Staff play alongside and follow children's ideas. For instance, children giggle as staff dress up in floppy hats when they pretend to be customers. Furthermore, staff plan regular trips for children in the local community. They visit local woodland to search for 'Stickman', a character from a familiar story. These experiences help children make sense of their world.

Overall, staff have high expectations for children's behaviour and mostly promote this effectively. They encourage children to use good manners and model how to take turns during activities. Children develop positive relationships and generally behave well.

What does the early years setting do well and what does it need to do better?

- Children are supported well to develop a love of books. Storytelling is used to extend children's language as they talk about what words mean and expand their vocabulary. For instance, as children explore books about space, staff introduce words such as astronaut and planets. Staff are skilled at capturing children's interest in stories. They encourage children to make predictions about what will happen next. This helps prepare children well for the skills they need for school.
- Overall, leaders and staff have designed a well-sequenced curriculum. They have a good understanding of what they want children to learn and why. Staff plan the environment based around children's interests. For example, children concentrate as they use magnifying glasses to look at toy insects. Staff use these opportunities to weave in learning opportunities. For instance, children confidently count to 10 and beyond. However, staff do not always plan purposeful activities to extend younger children's learning. This means they do not always benefit from the staff's good teaching to meet their next steps in learning.
- Staff promote children's health well. They provide guidance for parents to help them understand what makes a healthy snack. Children wash their hands before they eat and are encouraged to develop healthy eating habits, such as having

their savoury food first. Staff plan dance sessions outdoors. This ensures that children have regular access to fresh air and exercise. This promotes their good health and well-being.

- Leaders support the professional development of staff well. For instance, staff have recently completed training on how to support children with special educational needs and/or disabilities (SEND). This helps staff use strategies to promote children's learning and development.
- Mostly, staff support children to understand their behaviour. However, on occasions, staff do not explain to children what they expect from them and why. This means that children do not always get guidance to help them understand their emotions.
- Parent partnership is good. Staff share a wealth of information through daily discussions and written assessments. Parents say that they appreciate the daily communication that staff have with them about what their children have been learning. This helps them extend their children's learning at home.
- All children, including those with SEND, make good progress from their starting points. Leaders work closely with other professionals to ensure that children with SEND receive tailored support for their individual needs.
- Overall, leaders are committed and have a clear vision for providing high-quality, inclusive care and education. However, they have not notified Ofsted of a change of manager. The provider has notified Ofsted of other significant events and now has a good understanding of when to make notifications to Ofsted. There is no impact on children's safety and care. For example, leaders follow a robust process for recruitment and suitability of staff and so there is no impact on children's safety and care.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- improve the planning and implementation of adult-led activities to target younger children's next step in learning
- strengthen staff's behaviour management strategies to support children to understand their behaviour and emotions.

Setting details

Unique reference number	120330
Local authority	Surrey
Inspection number	10380617
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	19
Name of registered person	Bullard, Susan Jacqueline
Registered person unique reference number	RP907914
Telephone number	07774942627
Date of previous inspection	17 June 2019

Information about this early years setting

Young World Pre-School registered in 1992. It is located in the Horsell area of Woking, Surrey. The pre-school is open from 9.15am to 12.15pm, Monday to Friday, during term time only. The pre-school receives funding for free early education for children aged two, three and four years. Four staff work at the pre-school. Of these, two hold an early years qualification at level 3.

Information about this inspection

Inspector
Kelly Lane

Inspection activities

- Leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to children to find out about their time at the pre-school.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Leaders and the inspector carried out a joint observation of a planned activity.
- Parents shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025