

Inspection of Bagshot Pre-school

Bagshot Infant School, School Lane, Bagshot GU19 5BP

Inspection date: 14 November 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff provide a warm welcome. Children arrive happy and confidently leave their parents and carers at the door. Children demonstrate that they feel safe and develop a secure sense of belonging as they chat about their mornings with staff. Staff know the children and their families very well. This helps children quickly settle in this friendly pre-school.

Leaders and staff place a high priority on supporting children's communication and language skills. Staff are skilful and introduce new vocabulary, such as 'post office' and 'bank', as children explore the small-world toys. Staff repeat back what children say so that children can hear the spoken words. This helps to develop their clarity of speech. Staff quickly identify any children who need support in this area and provide them with extra support. This helps to reduce any gaps in children's development.

Staff are good role models and have high expectations for children's behaviour. They teach children to play cooperatively together. For instance, staff provide children with a sand timer as a visual aid to help their understanding of turn-taking.

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

- Staff promote children's health well. They monitor children's packed lunches and snacks. Staff provide guidance for parents to help them understand what makes a healthy packed lunch. Children wash their hands before they eat and are encouraged to develop healthy eating habits. Staff teach children that fruit and vegetables are healthy foods, and they grow these in the garden. They have ample opportunities to exercise, both indoors and outdoors, which promotes their good health and well-being.
- Overall, leaders and staff design 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 and their next steps in learning. For example, children concentrate as they thread wool through holes on a paper plate, to create a spider web. This helps develop the small muscles in their hands for later writing. However, staff do not always consistently plan purposeful outdoor activities to extend children's learning, particularly for those who learn best outdoors. This means some children have more opportunities than others.
- Staff provide opportunities for children to develop their imaginations. For example, children enjoy the role-play area, such as pretending they are vets. Furthermore, children pretend to fill their ride-on cars up with petrol. These experiences help children make sense of their world.
- Staff support children 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. Staff are skilled at capturing children's interest in stories. Children listen intently as staff bring characters to life. Staff encourage children to make predictions about what will happen next. This helps prepare children well for the skills they need for school.

- Children behave well. Staff support children to understand different emotions. For instance, they use pictures of 'happy' and 'sad' faces. Staff talk to the children about how they may feel. This broadens children's knowledge of emotions.
- All children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points. Leaders work closely with other professionals to ensure that children with SEND have personalised plans in place to meet their individual needs.
- Leaders support the professional development of staff well. For instance, staff have recently completed training in how to support children's language development. This helps staff use strategies to promote children's listening and communication skills.
- Parent partnerships are good. Staff share a wealth of information through daily discussions, written assessments and via an electronic platform. 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.

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:

- strengthen the curriculum intent for outdoor activities to better support those children who prefer to play and learn outside.

Setting details

Unique reference number	2699202
Local authority	Surrey
Inspection number	10367464
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	36
Name of registered person	Michel, Susan
Registered person unique reference number	RP905446
Telephone number	07470170560
Date of previous inspection	Not applicable

Information about this early years setting

Bagshot Pre-school registered in 2022 and is located in Bagshot, Surrey. The pre-school opens from 9am to 3pm, Monday to Friday, during term time only. It employs eight staff who work with the children. All staff hold appropriate childcare qualifications. Of these, seven staff hold qualifications at level 3 or above. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Lane

Inspection activities

- The manager 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.
- The manager 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.

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