

Bus Stop Pre-School

2 The Bungalows, Polesdon Lacey Estate, Great Bookham RH5 6BD



Inspection date	13 June 2019
Previous inspection date	5 June 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	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

This provision is outstanding

- Children's outdoor learning opportunities are truly awe-inspiring. They flourish when exploring the vast outdoor areas and demonstrate a superb knowledge and understanding of the natural world. For example, children confidently explain that owls are nocturnal and, when they blow dandelions it causes 'seed dispersal'.
- Staff work exceptionally well with parents to help provide high levels of continuity of care. Parents are actively encouraged to share information about their children's learning and are regularly invited into the setting to discuss their children's progress. Staff successfully promote further learning at home. For example, they have a 'learning library' where parents can borrow resources to explore with their children.
- Children have an impressive understanding of how to keep themselves safe. For example, older children remind younger children not to go inside the fire circle. They also talk confidently about stranger danger and understand that when staff call out, 'One, two, three, where are you?' that they need to leave their play space and walk to find the staff.
- Managers and staff constantly strive for excellence in everything they do. Their outstanding practice has been recognised by universities countrywide. For example, they support and assist in training teachers and early years professionals. In addition, they are about to embark on a European childcare study which will enable them to share their teaching methods with others and learn more about other approaches.
- Staff provide an excellent environment to help strengthen children's skills in preparation for moving on to school. For example, in the summer term, staff transform one of the smaller rooms into a 'school room'. This includes items such as uniform, registers and desks. Staff take small groups of school leavers into the room and talk about routines, discuss any concerns, tell them about what they will be doing and further develop some of the skills needed to help prepare them for moving on.
- Managers and staff have strong partnerships with other professionals who are involved in children's learning and the local school. They understand the importance of sharing information to help strengthen children's learning opportunities even further.

What the setting needs to do to improve further

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

- enhance even further the excellent monitoring and tracking of children's development.

Inspection activities

- The inspector observed and assessed staff's interactions and quality of teaching with children indoors and outdoors.
- The inspector spoke to the managers, staff and children at appropriate times during the inspection.
- The inspector tracked some children's development and discussed their progress with their key persons.
- The inspector viewed a range of written documentation, including policies, risk assessments and planning.
- The inspector spoke to some parents to obtain their views and feedback on the setting and staff.

Inspector

Hannah Barter

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff demonstrate an exceptionally secure understanding of the procedures to follow should they have concerns about children's safety or welfare. The manager places high regard towards ensuring staff's knowledge is faultless. For example, she insists on regular training, discussing practice during staff meetings and creates quizzes for staff to complete. Managers provide excellent support and mentoring for all staff to help further develop their skills. Regular supervision sessions and peer observations enable the manager to share ideas and discuss ongoing training ideas to further strengthen staff's excellent teaching skills. Managers monitor children's development effectively. However, they do not yet thoroughly compare the progress of a wider range of groups.

Quality of teaching, learning and assessment is outstanding

Staff are highly skilled facilitators for children's learning and their love and enthusiasm for working with them is apparent. They plan meticulously for children's learning but are also able to make the most out of every single spontaneous opportunity. For example, as children lifted logs, staff gave them magnifying glasses to explore the soil. Children were excited to find a range of insects and named them with ease. Staff used this as another opportunity to test children's mathematical skills. Children enjoy exploring craft resources. Staff provide glue, tape and a number of items for them to use. Children demonstrate high levels of concentration as they use pens to make marks and sticky tape to fix items. Children persevere and have a go but are also happy to ask for help. Instead of fixing problems for children, staff ask them how they think they can work together to overcome them. This helps develop children's thinking and problem-solving skills.

Personal development, behaviour and welfare are outstanding

Children behave exceptionally well. They always have an excellent understanding of the routine and staff's expectations. Children demonstrate polite manners and considerable kindness to others. For example, on the way to the woods, children hold hands and walk together politely saying 'hello' to members of the public and waving. They shriek with delight as they jump in muddy puddles and splash their friends. Staff provide a rich learning environment and are highly effective at stimulating each child's imagination, enthusiasm and enjoyment. Their relationships with children are heartfelt. Staff know each child's individual capabilities and personality traits. This enables them to provide an environment rich in endless opportunities to help support their learning.

Outcomes for children are outstanding

All children make excellent progress. Since starting at the setting, a number of children have made rapid progress and those that are due to attend school this year, are working well towards the early learning goals. Children are highly inquisitive and thoroughly enjoy exploring and testing out their ideas. For example, children forage in the bark for apples that have fallen from the tree and 'cook' them in their pretend kitchen. They spend long periods of time adding mud and water while confidently talking about what they are doing.

Setting details

Unique reference number	EY445410
Local authority	Surrey
Inspection number	10108813
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	24
Number of children on roll	28
Name of registered person	Rice, Catherine Rose
Registered person unique reference number	RP910886
Date of previous inspection	5 June 2014
Telephone number	01372 879 712

Bus Stop Pre-School is a privately owned, small family-run group which re-registered in 2012, when it moved to new premises on the Polesden Lacey Estate in Great Bookham, Surrey. The setting operates from two joining bungalows, with access to a fully enclosed garden. Children also regularly explore woodland areas during forest school sessions within the Polesden Lacey grounds. The provider employs five members of childcare staff. The manager holds early years professional status and the owner has a level four forest school qualification and is a trainer. The pre-school operates from Monday to Friday during school term time. Sessions are from 8am until 5.00pm. The setting also operates a forest school holiday playscheme for seven weeks during the school holidays. The setting provides funded early education for three- and four-year-old children.

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

