

# Inspection of Mayford Preschool

Mayford Village Hall, Saunders Lane, Woking, Surrey GU22 0NN

---

Inspection date: 5 July 2021

---

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

## **What is it like to attend this early years setting?**

### **The provision is good**

All children benefit from a curriculum that is designed to give them the knowledge and skills they need ready for school. This includes children with special educational needs and/or disabilities, and those learning English as an additional language. Children show they are happy and settled. They quickly engage in discussions with staff, show high levels of confidence and are keen to explore activities of interest with their friends. Children behave well and have good attitudes to learning. They show kindness and consideration to others and help each other carry water across the garden, clearly proud of the muddy puddle they are creating. Children take turns and learn to share at a young age. They listen to instructions when it is time to tidy up.

Children enjoy the freedom to take measured risks. They show good balance and coordination as they navigate their way across, through and around outdoor play equipment. The manager has adapted risk assessments, in view of the COVID-19 (coronavirus) pandemic, to ensure the good health of children. Drop-off and collection arrangements have been altered so that parents no longer come into the pre-school. Children quickly learn about new routines and follow simple rules that are in place for their safety. For example, they wait patiently and wash their hands on arrival in the morning.

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

- Staff assess children as they play and use this information to offer children a rich programme of interesting learning activities. All areas of the early years foundation stage are covered, both inside and outside.
- Staff build on children's language and communication skills well. This is illustrated as children show an interest in the natural resources staff provide. They listen to each other, are imaginative and discuss how they are going to sail or row their boats across the sea. On occasion, in particular when children are initiating their own play, the quality of teaching is inconsistent as not all staff fully challenge and extend children's learning. For example, in their eagerness to engage in children's play, they do not always give children enough time to express their own views and suggestions. That said, staff introduce new words, such as 'oars', speak clearly to children and pronounce words correctly. This helps to build on children's speech and developing vocabulary.
- Staff provide an outdoor space that enriches children's physical development and enjoyment of the natural world. Children build on their arm muscles and show high levels of curiosity as they turn over leaves and stumps in the garden. They show pleasure in finding creatures such as ants and woodlice. Staff extend children's knowledge of creatures and discuss the characteristics of insects they find. This supports children's understanding of nature and the environment

around them.

- The manager undertakes regular supervision of staff and observes their interactions with children to help improve their practice. However, further work needs to take place to ensure that any coaching is differentiated for the different abilities of staff. She recognises further improvements need to focus on professional development to ensure teaching is at the highest level. Staff say that they feel well supported by the manager. They participate in regular staff meetings and have opportunities to share their views and ideas. They have identified emerging gaps in children's learning as a result of the national lockdowns and times when settings were only open to some children due to COVID-19 restrictions. Following this, they worked together as a team and have put individualised plans in place to support children who are not secure in all areas of their development.
- Parents praised the manager and staff highly. They appreciate how the manager and staff have kept in touch during COVID-19. All parents said that their children loved attending and staff share information with them about their child's progress and next steps in learning. When children first start at the setting, staff gather information from parents on what their children know and can do. However, they do not continue to seek information of children's learning experiences at home, to help extend children's outcomes to the highest levels.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of safeguarding procedures. They complete regular training and ensure that they keep their knowledge up to date. Staff have good knowledge about the wider aspects of safeguarding. They also understand how to raise concerns if they were concerned about a colleagues behaviour. Staff complete daily risk assessments to ensure that the premises are safe and suitable for the children. The manager follows robust recruitment procedures to ensure staff who work with children are suitable.

## **What does the setting need to do to improve?**

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

- provide children with time to respond to questions in order to fully support them to express their own ideas and suggestions
- strengthen staff's professional development to improve teaching to the highest standard to ensure children continue to make the best possible progress
- gather more information from parents about children's learning experiences at home to help build on children's learning even more.

## Setting details

<b>Unique reference number</b>	EY556954
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10190197
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Mayford Preschool Limited
<b>Registered person unique reference number</b>	RP558454
<b>Telephone number</b>	07508687717
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Mayford Preschool registered in 2018. It is located in Woking, Surrey. The pre-school employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during school term times. Opening times are from 9.15am to 1.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jane Franks

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed a focused activity and evaluated this with the manager.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection. Children's records were looked at by the inspector along with a range of other documentation, including policies and procedures.
- Evidence of staff qualifications and the suitability of all those working in the setting was checked by the inspector.
- The inspector spoke to parents at inspection and took account of their views about 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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021