

# Inspection of River Mole Pre-School

Arrow & Trefoil Hall, West End Lane, ESHER, Surrey KT10 8LA

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Inspection date: 27 February 2020

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<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**

Children are happy and have a positive attitude to learning. They are eager to explore the stimulating range of activities and resources available to them. Staff have high expectations of all children and are sensitive and caring towards them. They greet children warmly and support any who feel a little unsettled. Staff are good role models and provide consistent praise and recognition of children's achievements, which helps to build their self-esteem and confidence.

Children behave well. They are kind and considerate of each other. Children illustrate this as they help each other to put on animal costumes. They take responsibility and work together at tidy up times to put toys away. Children are engaged in their play effectively. They develop their creative abilities as they use paints, brushes, pencils and various sticking materials to create different texture pictures.

Children learn about nature and are encouraged to take measured risks. They enjoy taking part in forest-school sessions. Children develop an understanding of how to keep themselves safe. For example, staff talk to them about the importance of walking indoors and the reasons why. Children are becoming independent, and have the opportunity to practise their personal skills throughout the day. They independently wash their hands, choose their snack and pour their drinks. Children confidently tidy away when they have finished.

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

- The manager is committed to providing the best possible care and education for all children. She is dedicated and passionate about continuous improvement for the setting. The manager undertakes regular supervision and observation of staff. However, sometimes more focused areas of development could be identified to increase the quality of teaching and learning further.
- Support for children with special educational needs and/or disabilities is a particular strength of the setting. The member of staff responsible for supporting these children is knowledgeable and enthusiastic about her role. Staff quickly identify any children who need additional support. They work closely with parents and other professionals to ensure children are able to make continued progress in their learning and development.
- Children are supported to develop a love of reading. They have access to a large selection of books that are thoughtfully placed around the setting. Stories are well told and capture children's imagination. Staff use props such as cuddly animals to retell stories. Children excitedly listen and anticipate what is going to happen next.
- Staff have a good understanding of how children learn and develop. They track

children's learning effectively and make observations of their progress. Staff know children well. They provide exciting activities based on children's interests and development. As a result, children are making good progress.

- Children's health and well-being are supported well. They are encouraged to make healthy choices about what to eat first from their lunch boxes and are provided with healthy snacks. Children enjoy a wide range of opportunities to develop their physical skills. For instance, they take part in yoga sessions and have regular opportunities to explore outdoor activities.
- Staff encourage children's mathematical development effectively. Younger children explore shape sorters and puzzles, and talk to staff about how many sides each shape has. Older children illustrate their good skills as they match spots on a dice to numerals on paper lily pads.
- Partnerships with parents are good. Staff provide them with regular feedback on children's care and learning. They informally chat with parents about their child at drop off and collection times each day. Parents are provided with the opportunity to view observations and photos of their children through an online system. There are successful relationships with local schools. Teachers visit the setting to meet the children and their key person. Staff share detailed information on where children are in their learning. This helps to provide continuity in children's care and development.
- Children's communication is supported well. Staff extend young children's language as they use descriptive words when talking about the pictures children create. Older children recall past experiences as they talk about their families. However, at times, children are not given the opportunity to develop their own ideas. Staff do not consistently challenge children to think more deeply and fully support them to develop their own thoughts during play.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge of the signs and symptoms that may indicate a child is at risk of harm. They are aware of the steps to take and who to contact if they are concerned about a child. Additionally, staff know the procedures to follow if they have concerns about a member of staff. They keep their safeguarding knowledge up to date through regular training and know who the designated lead is within the setting. Effective recruitment procedures help to ensure that new staff are suitably qualified and safe to work with children.

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

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

- focus more sharply on supporting staff in their professional development to raise the overall quality of teaching to the highest level

- strengthen staff interactions to consistently challenge children to think more deeply and formulate ideas for themselves during their play.

## Setting details

<b>Unique reference number</b>	EY549084
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10123493
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	River Mole Preschool Ltd
<b>Registered person unique reference number</b>	RP549083
<b>Telephone number</b>	01372802419
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

River Mole Pre-School registered in 2017 and is privately owned. It operates from a one-story community building in Esher, Surrey. The setting employs 14 members of staff. Of these nine hold appropriate early years qualifications from level 2 to level 6, including one with qualified teacher status. The setting opens Monday to Thursday from 8.30am to 4pm and on Friday from 8.30am to 1pm, during term time only. It provides funding early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kerry Bentley

## Inspection activities

- The inspector observed the quality of teaching across the setting and the impact this has on children's learning and development.
- During the inspection, the inspector spoke with several parents and took account of their views.
- The inspector held a meeting with the manager and examined relevant documentation, such as evidence of staff's suitability to work with children.
- A joint observation of a group activity was carried out with the manager.
- The inspector spoke with staff about children at appropriate times during the inspection.

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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