



## Edgeborough Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY338188
<b>Inspection date</b>	09 March 2007
<b>Inspector</b>	Maureen Croxford
<b>Setting Address</b>	Edgeborough School, 84 Frensham Road, Frensham, FARNHAM, Surrey, GU10 3AH
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<b>Registered person</b>	Edgeborough
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Edgeborough School is an independent, co-educational day and boarding school, with charitable status, which caters for children between the ages of 2 to 13 years. The school has been established on this site since 1939 and opened the pre-preparatory department in 1992, followed by the nursery in 1993. Edgeborough Nursery registered with Ofsted in 2006. It is located in separate premises within the grounds of the school, next to the pre-preparatory department. Children use the whole of the ground floor of the house and a classroom on the first floor. They have access to a fully enclosed outside play area, which offers a safe environment for physical play. The nursery also uses other areas of the school.

The nursery is open five days a week during school term times, from 08.30 until 15.15 hours and children attend for a variety of morning or full school day sessions. There is seven staff working with the children all of whom hold an early years or teaching qualifications. There are

currently 47 children on roll in the nursery. This includes 29 three-year-old children and 5 four-year-old children who receive educational funding. The nursery has procedures in place to support children with learning difficulties and physical disabilities, and receives support from a mentor from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children's health within the setting is consistently supported by staff who have an excellent understanding of the nursery's health and hygiene procedures. Staff are very active in promoting the good health of children and take positive steps to prevent the spread of infection, for example, encouraging children to wipe their own noses and putting tissues in the bin. Children are encouraged to be fully independent in self-care skills, such as taking themselves to the toilet and selecting their own resources. Excellent use is made of posters and notices to promote good hygiene routines. Staff wear protective clothing such as disposable gloves and aprons when changing children and when handling food.

Staff understand and follow very clear procedures with regard to the recording of accidents and the administration of medication. First aid kits are available in each classroom and a qualified matron is available on site. All allergies are clearly recorded and staff are made aware of any dietary concerns, which helps to protect children.

Children select their own snacks from a wide range of healthy foods, such as fruit, and learn about the need for a healthy and well balanced diet. This is reinforced through a extensive range of topics and activities, planned by staff, which ensures that they gain a sound understanding of good nutrition. Children are offered nutritious and properly prepared meals which helps to promote children's healthy growth and development. Meals are cooked in the school kitchen and served in the dining room. During the inspection, the children enjoy a lunch of roast beef, Yorkshire pudding, carrots, leeks and roast potatoes. They are able to choose between fresh fruit, jelly and mandarins for their second course. Children have access to drinking water at all times including bottles of water in the classrooms and water fountains in the outside play area.

Children learn about the importance of activity in a healthy lifestyle. They thoroughly enjoy physical exercise, both inside and outside, using an extremely wide range of resources, including sit-and-ride toys, climbing and balancing equipment and activities such as ballet, and music and movement.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children are cared for in exceptionally clean and safe surroundings. Children are very confident and secure in the extremely well organised environment. The premises offer excellent space and have access to the necessary facilities for the very wide range of suitable activities provided for the children who attend. Staff organise space well and a good range of safe, low level

storage allows children to access their own resources easily, both inside and outside. Children enjoy a very welcoming environment, which helps to ensure their well being and comfort. The staff work extremely hard to make the children feel that their efforts are valued, for example, vast amounts of colourful artwork is attractively displayed in all areas of the nursery.

The provision has a very wide range of safe and well-maintained furniture, equipment and toys that meet the needs of the children, including child sized tables and chairs and soft furnishings. Children are able to move freely, safely and confidently between areas because staff have identified and minimised all risks, expertly balancing freedom for children and setting safe limits. Because of the high staff ratios, staff are able to supervise children at all times. Children independently select activities from an easily accessible, wide range of stimulating resources, which are in an excellent state of repair. These resources provide a well-balanced range of activities that promote children's learning in all areas.

Staff follow the provisions well-written health and safety policies and procedures, to ensure that children thrive and learn in safety. They take positive steps to promote safety, including completing a comprehensive risk assessment. The provision has excellent systems in place to assure the safe arrival and collection of children, such as security codes on the doors. The outside play area is completely enclosed which ensures that children are unable to leave the premises unsupervised. All visitors are required to sign in at the school reception. Excellent practices actively contribute to the safety of children for example, the extensive, detailed emergency evacuation procedures, and frequently practised fire drills. The school safety officer arranges for all fire fighting equipment to be checked regularly.

A well-written statement of the arrangements to safeguard children from abuse or neglect and the procedures to be followed is in place. The headmistress of the school is the designated child protection officer and the nursery head works closely with her if any issues arise. Staff recognise their responsibilities towards those in their care and are fully aware of their individual roles. They update their knowledge of safeguarding children issues regularly, ensuring the children are very well protected.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children enjoy the extremely stimulating range of resources and experiences provided by staff who plan, using Birth to three Matters framework for younger children and the Foundation Stage for the educationally funded children. Staff plan a broad range of activities which enhance the quality of experiences offered to all children in their care. They carefully observe and record what children are able to do, which helps staff identify significant steps of achievement and shows what a child understands and is able to achieve. Activities are evaluated to ensure the individual needs of all children are met and their welfare promoted. Children benefit from staff working closely with parents and outside agencies, including specialist staff from the school and a mentor from the local authority.

Staff help children to develop positive relationships with their peers and respect their opinions. Children build warm relationships with all staff, who know them well, and offer them praise and encouragement when appropriate. Staff meet the children's needs through appropriate

interactions which helps to promote their self-esteem, including good eye contact, conversation, listening to what they have to say and cuddles. They provide a warm and secure environment in which children are able to develop their confidence and independence. For example, pouring their drinks and dressing themselves for outside play.

Children receive many worthwhile opportunities to use all of their senses to explore a wide range of textures and media, such as sand, water, cooking and dough. During the inspection, children enjoy making footprints on paper wearing boots and using paint. They benefit from consistent exchange of information between home and nursery, which helps to secure children's sense of belonging and emotional well-being.

Staff plan many opportunities for all children to use their imagination. The children thoroughly enjoy pretending to drive a car to the top of a mountain in snow and having a picnic. The home corner is set out as hospital, including beds, play hospital equipment, uniforms, x-rays and clipboards.

### Nursery Education

The quality of teaching and children's learning is outstanding. Children make very good progress towards the early learning goals and engage in a wide range of experiences and activities covering all areas of learning. This is recorded in photographs, children's work and written observations, which link well into the stepping-stones. The nursery staff are extremely well qualified and experienced, and use their extensive knowledge of the Foundation Stage to plan a very stimulating curriculum. As a result, children are well motivated and make very good progress in their learning.

Staff complete an initial child profile which covers the early learning goals. They monitor children's progress effectively. Planning takes into account of what more able children can do and how they will be sufficiently challenged. Staff extend the children naturally during activities, for example discussing animals that are found in Australia and helping them to find information on the internet. Evidence suggests the good procedures are in place for children with learning difficulties, enabling them to make very good progress towards individual targets.

Children are becoming increasingly self-assured and are confident enough to try new activities and speak in a familiar group. They are very comfortable in the provision and have a positive attitude to learning. They play well together, develop very good relationships with staff and their peers, and are sensitive to the needs of others. They co-operate during play taking turns and negotiate which equipment they wish to use. Staff actively encourage children to work together in groups to enable them to relate to their peers. They are encouraged by staff to be polite and behave very well. Children are very polite, for example, a three-year-old says 'excuse me' and 'thank you' as he passes an adult sitting at the table and she moves for him.

Children are extremely interested in their activities and show very good levels of perseverance and concentration, for example, a three-year-old completes a difficult pattern using threading beads. Staff act as positive role models through their own enthusiasm for learning and encourage children to talk about their home and community life. Activities and resources are easily accessible to children, which enables them to make choices about their play. Children are

learning to dress and undress independently. They are able to put on outside clothing, including boots before going into the garden.

Children interact very well with their peers and staff and take turns in conversation, for example, a group of three and four-year-olds talk about flying aeroplanes. They discuss safety, how the plane will taxi to the runway, turbulence and destinations. Children practice early reading and writing skills and are beginning to link sounds to letters. Staff encourage them to mark-make and the more able children use recognisable letters when writing their own name. Most children are able to use a pencil and hold it effectively to form recognisable letters.

Good visual aids are available to children, including name labels and photographs. Staff encourage children to explain what they are trying to achieve and to reflect on past events. Children have very good access to a range of books including reference and fiction. They listen avidly to stories, which are very well read by staff, who extend their vocabulary which results in children exploring the meaning and sound of words. Staff make good use of props, such as puppets, when reading stories to children, for example, *The Very Hungry Caterpillar*.

Children count independently with confidence during daily routines and everyday activities. They say and use number in order and in familiar contexts. Most children are beginning to use one number name for each item they count and some select the correct numeral to represent a number of objects. Good use of number lines ensures that children see numbers as labels. Children use appropriate language such as 'more than', 'less than' 'smaller' and 'bigger than' when playing with the sand. They are able to recognise simple shapes easily, such as circle, triangle, square and cube during the threading activity. Staff support children and encourage them to compare and calculate during everyday activities.

Children receive many well-planned opportunities to investigate materials and objects by using all of their senses. They find out about some features of living things, for example, growing and caring for plants such as cress. Staff take children on walks around the grounds and visit the school farm. The nursery holds a pet day where children are able to bring their pets to the provision.

Children use questions to discover and gather information about how things work. They are beginning to describe their own observations. Children have sufficient time and appropriate materials to explore different methods of designing and building using a range of materials and techniques. They have very good access to computers and programmable toys. They are developing their keyboard and mouse skills effectively. Evidence shows opportunities for children to develop their understanding the local community and people who help us, including visits from a doctor and dentist. Children also receive opportunities to learn simple French and play simple matching and number games. On the day of the inspection, they enjoy a café, which includes tasting French foods.

Children's manipulative skills are well developed and they successfully use a wide range of tools such as scissors and pencils, and craft materials in the many creative activities offered. They enjoy a wide range of planned, challenging physical play opportunities both inside and outside, including travelling over and through climbing and balancing equipment. They are able to adjust speed and change direction to avoid obstacles, mount steps and climbing equipment using

alternate feet. Evidence shows they are developing increasing control when using equipment for throwing, catching and peddling.

### **Helping children make a positive contribution**

The provision is outstanding.

Staff provide an extensive range of resources and activities to promote a positive view of the wider world, for example, through topics such as Divali, Mardi Gras, Christmas, St David's Day and Chinese New Year. All children in the nursery are valued and respected as individuals by staff, who take great care to ensure that all children are included. Children benefit from the very well planned activities, an extensive range of resources and excellent links with the school.

Evidence suggests that the provision has very good procedures in place to offer support to children with learning difficulties, physical disabilities and children who speak English as an additional language. Staff are extremely proactive in supporting children with individual needs, which develops their sense of belonging and their self-esteem. Staff work closely with parents and carers to ensure that children's individual needs are met.

Children's behaviour is very good and they recognise the difference between right and wrong. Staff help children to be polite, considerate and understand why some behaviour is not appropriate. A large poster offers a visual display to help remind children of the nursery's rules. As a result, children know what is expected of them and show high levels of confidence and self-esteem. Children show care and concern for each other and play together cooperatively, sharing, taking turns and assisting one another. Staff praise and reaffirm their achievements, guiding their social and moral values.

The partnership with parents is outstanding. Parents actively contribute towards their children's learning and development because they are fully informed of the daily activities. The provision implements a highly effective induction session and offers parents and carers well-written information, which includes the policies and procedures. Further information offered includes guidelines for parents, a prospectus, a weekly and termly newsletter, notice boards and a secure website. Further information is offered on the Foundation Stage, the early learning goals and Birth to three framework.

Parents and staff regularly discuss the progress of all children using the children's assessment records. They also share information informally on a daily basis as staff make time to talk to parents. Systems are in place to ensure that all parents' comments and concerns are noted. This lists the steps to be taken if a parent has a complaint. Comprehensive records are kept, including the findings of their investigations and actions that have been taken.

This is a positive approach. Children's spiritual, moral, social and cultural development is fostered.

### **Organisation**

The organisation is outstanding.

All staff hold appropriate childcare and teaching qualifications, and have experience of caring for children. The head of nursery and staff offer high quality learning opportunities to children,

which are rooted in their expert knowledge of childcare and education. Staff deployment is excellent and they have an extremely clear understanding of what is expected of them on a daily basis, which helps to promote positive outcomes for children. Systems such as staff appraisals are in place and regular team meetings are held to ensure that the needs of the children and staff are met.

The on going training, for example, around the Birth to three Matters framework, first aid and safeguarding children, contribute to the children's development, health, safety and well-being. Children benefit and make good progress in their learning due to the good knowledge of the staff who extend activities naturally. All legally required documentation is in place and shared with parents, including children's and staff records, register, accident and medication records.

The leadership and management of the nursery education is outstanding. The provider and head of nursery have an excellent understanding of the National Standards and the registration and inspection process. They ensure that all those working with children in receipt of funding for nursery education have a very good knowledge of the curriculum guidance. They offer strong support to staff on a regular basis. All aspects of children's well being and learning are evaluated and areas for improvement are identified and acted on. The provider and staff are committed to the improvement of care and education for all children in the nursery. They regularly monitor and evaluate the provision's strengths and weaknesses.

The setting meets the needs of the range of the children for whom they provide.

#### **Improvements since the last inspection**

Not applicable.

#### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

### **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.
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## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)