

Cranleigh Nursery School

Inspection report for early years provision

Unique Reference Number	120002
Inspection date	20 November 2007
Inspector	Amanda May
Setting Address	Fair View, Guildford Road, Cranleigh, Surrey, GU6 8PF
Telephone number	01483 274693
E-mail	
Registered person	Brenda Horton Broadhurst
Type of inspection	Integrated
Type of care	Sessional 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.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Cranleigh Nursery School has been established since 1960 and has been managed by its current owner since 1980. It operates from three classrooms in purpose built accommodation in the grounds of the owner's home which is situated on the outskirts of Cranleigh, Surrey. There is an enclosed garden for outside play. The nursery serves children from the local and surrounding areas.

There are currently 32 children, aged from two to four years, on roll. This includes 18 funded children. Children attend a variety of sessions each week. The setting supports children with special needs and those who speak English as an additional language.

The nursery opens five days a week during school term times. Sessions are from 09:05 to 13:00 on Monday and Thursday and from 09:15 to 12:00 on Tuesday, Wednesday and Friday.

Six staff work with the children in total. Two of whom have early years qualifications. One member of staff has a teaching qualification. All staff are currently qualified in first aid.

The setting offers traditional mainstream methods of teaching and receives support from Surrey Early Years and Childcare Service (EYCS).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children develop an exceptional awareness of personal hygiene. They line up to wash their hands before snack-time, independently using soap and paper towels to wash and dry their hands, before putting their towels in the bin. Children are confident in their own self care routines, and are gently reminded to put their hand over their mouths to catch the germs when they sneeze, ensuring the spread of illness and infection is minimised. Secure and robust nappy changing procedures are in place to care for young children who are not yet potty trained. Children develop a close relationship with their key-worker who changes their nappy when possible. Surfaces and changing mats are disinfected after each use, and staff ensure gloves are worn in order to combat the spread of illness and infection.

Staff manage accidents and the administering of medication effectively. Details of any accidents are recorded by staff and shared with parents in order for them to be kept fully aware of any incidences which occurred at the setting. The setting does not generally administer medication unless it is a specific medical requirement. Staff demonstrate a clear understanding of the importance of ensuring parents give permission for medication to be administered, as well as seeking the acknowledgement of the entry accordingly. This contributes to children's good health.

Children develop an exceptional awareness of keeping healthy as staff support them significantly in gaining a full understanding of the importance of a healthy diet. Children enjoy a snack mid-morning which they bring in from home and eat with their drink of fresh milk in an individual glass milk bottle. Children have a biscuit or some fruit as they sit down together at the table with their friends. Staff encourage children to think about the different fruits there are at the table, and children think about what prunes are. Children are confident in their knowledge and understanding and tell the staff and their friend's proudly that they are dried plums. Children learn about the importance of a well-balanced diet. They make soup at the pre-school from lots of different vegetables and take it home at the end of the session. To extend children's learning and understanding further special books and songs are sung where children join in the different actions as they smile and giggle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and safe environment both inside and out. Staff are all very aware of potential risks within the setting, and minimise these immediately they become apparent. A health and safety checklist has recently been devised, ensuring that all areas which children have access to are checked daily to ensure they are suitable and safe. Children learn about ways in which they can keep themselves safe as staff remind children to walk carefully and safely. Children walk slowly holding hands as they walk through the younger children's classroom. Equipment which is made available for children is safe and secure. Older children are challenged with more complex resources, and enjoy having special activities in a separate classroom from younger children, allowing them to play and learn, whilst younger children are kept safe.

A secure fire procedure is in place and is reviewed by staff at team meetings. Staff are given copies of the policy, and it is displayed around the provision to ensure visitors are also aware of the procedure to follow in an emergency. Children practise evacuation procedures regularly, ensuring they learn about why they must all stop what they are doing quickly and quietly. Staff have their own responsibilities, ensuring that children can be vacated from the setting quickly and safely. Staff increase their awareness of their roles as drills are practised on various days to ensure children as well as part-time staff are fully included in the evacuation procedure.

Children are protected through the staff's secure awareness of issues surrounding safeguarding children. Staff know to share any concerns with the manager of the setting, and documents are in place for staff to refer to if they had any concerns. However, as many staff are fairly new at the setting, some are not fully aware of how to access this. The manager of the setting is already aware of this, and training provision has been made in order to ensure children's safety is protected at all times. A secure policy is in place in which the setting makes clear to parents the pre-school's responsibilities in ensuring children's safety and well-being. Records of existing injuries are in place, however these are not consistently shared and acknowledged by parents.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children experience an exceptional range of stimulating and fun activities which contribute immensely to their development both inside and outside. Children make choices and extend their own learning as they access resources which interest them. Children are very confident. They enjoy attempting new activities, and are keen to take up challenges from staff to think about new ideas. Staff expertly encourage children to take an active role within the setting, and children enjoy taking responsibilities each day. Children are eager to take their turn as the setting's milk monitor. They wear their special badge with pride, and enjoy passing the milk out to their friends for snack. Children as a result feel valued and their self-esteem is nurtured.

Relationships within the setting are extremely close. Children seek out their friends to play with at the start of each session. Staff are inspiring and enthusiastic. Children show wonder and interest as they learn about different uniforms people wear within the community. Staff bring in uniforms from home which children look at with interest, asking questions and listening carefully. Children have excellent relationships with staff, and enjoy them joining in their imaginative play in the fancy dress shop. Staff ask questions and encourage children to decide how much they should charge for items, before children find change for money in the till. Children are also confident and content to play alone, and spend time making puzzles, persisting and eager to achieve. When they have finished they rush to the manager declaring excitedly that they had finished, and ask her enthusiastically to come and see. Staff praise and encourage children consistently, pointing out to children how well they have done with their activity, leaving children beaming with pride.

Nursery Education

The quality of teaching and learning is good. Children are making good progress in their learning and understanding, particularly in their knowledge and understanding of the world. Teaching staff make good use of spontaneous activities to promote children's interests and intrigue. Children talk about the weather and the noise it is making on the roof. Staff encourage them to think about the sound of the rain and whether it is loud or soft. When the rain turns to hail children are encouraged to look out of the window as they eat their snack, and discuss what

hail is made from. Children are interested and stimulated as they chat, excited by something new.

Topics are used within the pre-school which staff plan for together at regular team meetings. Props are regularly used to promote children's interests as they learn about clothes and different people in the community who wear special uniforms. Staff bring in a nurses uniform, pilot's jacket and a sari. Children gently touch the beading on the sari, and staff dress up two children in it to show children how it is worn. Children smile and giggle as they are wrapped up in the fabric, showing wonder at how long it is. Children's interest is extended further as staff provide an imaginary fancy dress shop in the setting. Children stand at the window, serving customers and staff as they come to buy outfits to wear. Staff encourage children to develop their understanding of maths, as they are encouraged to price clothes and find change for their friends.

Children enjoy many opportunities to make puzzles and to develop their awareness of shape and number. Children sit in a circle at registration, and after singing their morning song, update their daily calendar. Children recognise numbers quickly and accurately, before being challenged by staff to decide what number would be made if a nine and a one stood together. Children confidently share the answer with staff and their friends, with other children being given time to count on their fingers what number comes after nineteen. Staff are very aware of different children's learning needs, and activities are adapted to suit each child, ensuring that their learning and development is relevant. Children are effectively challenged and progressed in their learning. Observations are carried out by staff, which are later linked to Early Learning Goals as outlined in the curriculum for the Foundation Stage. Activities are well implemented, and although planning is not always written and displayed, staff are aware of specific learning objectives and are encouraged to explore different areas of learning in line with the current theme, using similar activities and resources to their colleagues to promote children's interests and learning.

Children visibly enjoy singing songs and doing actions to music, which is played in the setting on a large keyboard. Staff enthuse children to join in, and encourage children to think about the tempo of the music. Children move their bodies along with the music, moving fast or slow depending on its pace. Staff are very aware of the need for physical play to allow children to have fun as well as to enjoy the fresh air. A large garden is available for children to play in with a play-house and many ride on toys, balls and hoops. Children also go for walks around the grounds, looking at their vegetable patch as they walk past. However, in wet weather further structured activities could be developed to ensure children are actively challenged and stimulated when in the outdoors.

The setting provides children with structured teaching, which is done in an environment which is welcoming and friendly. Children develop their pencil control from an early age, and are given opportunities to mark-make on toys as well as paper and play-dough. Children enjoy looking at books which are displayed bearing relevance to the topic as well as to look at independently. Staff use props to encourage children's interest in stories and books, and children develop good speaking and listening skills as they gain confidence working in small groups, based on a child's age and developmental ability.

Helping children make a positive contribution

The provision is outstanding.

Children are relaxed and at home in the comfortable environment. They confidently make choices and take decisions as they initiate and extend their own play and learning. Children's social, moral, spiritual and cultural development is fostered. Children gain an exceptional awareness of the community around them as they visit a local farm, and enjoy learning about other cultures from around the world. Children have access to wide variety of toys and resources which celebrate diversity as they play with dolls from other countries and are encouraged by staff to think about other people's needs during their play. Children sit together in pairs playing with a toy hospital. Staff expertly ask children about what is wrong with the different people, and encourage them to think about the everyday difficulties they might face. The setting currently supports children who have learning difficulties and disabilities, and staff discuss with parents children's individual needs and provide for these through following specific activities recommended from other professionals, and by tracking their progress through observations.

Parents are kept involved in the provision through sharing newsletters, and providing parents with the opportunity to speak to staff at the start of each session. A parent-link group is in place, and provides a very useful resource for parents and staff to meet and share ideas and experience. New parents are welcomed within the setting, and members of the parent-link group ensure parents network together at coffee mornings and other events to ensure they feel comfortable and confident in making suggestions and asking questions. Fathers of children are particularly encouraged to become more involved in their child's time at the pre-school as a 'Daddy's day' is organised once or twice a year. Fathers all bring their child to the setting on a weekend, so that they can see first hand what children do, and have a chance to discuss their child's progress and achievements with staff face to face. Parents therefore are kept well-informed of the service provided, whilst children have the opportunity to proudly show their parents around their classrooms.

Partnership with parents and carers is good. Parents are kept informed of what children are learning about, and the progress they make as they discuss children's achievements with staff, and meet up with the manager once or twice a year to view children's files and see their work. Staff send home children's work regularly in order for parents to see what they do, whilst adding notes and observations to their books which link their work to the early learning goals. Parents are reminded of the different topics which are being covered through regular newsletters, and are encouraged to come in and help at the pre-school in order for them to see first hand, what children are learning about, whilst having fun. Children benefit from settling in visits to the setting, where parents are shown around, and are able to view the various policies and procedures which are in place. The manager meets parents individually, and spends time discussing with them children's current abilities, in order to ensure that children are effectively challenged and stimulated in their activities as soon as they start their time at the setting.

As children are intrigued and enthralled in the activities which staff provide, behaviour is very good. Staff have an excellent awareness of how to re-capture children's interests and skilfully ensure that children are distracted quickly, before being re-directed into another activity which captures their imagination. Children play together extremely well. The setting often encourages children to work in small groups for activities, or children work in pairs to play. Children help one another if they struggle with a game, and show compassion for their friends if they accidentally trip. Children are quick to apologise if they have upset someone, and children clap their friend's well done when they do something well. A secure and detailed behaviour management policy is in place, which is updated and reviewed with all staff when necessary.

This ensures that all staff have consistent methods for dealing with inappropriate behaviour should it occur, whilst they demonstrate a clear understanding of how to ensure children remain focussed on their activities ensuring they behave impeccably.

Organisation

The organisation is good.

Children develop their learning very well through the organisation of time and space. Staff are deployed effectively, ensuring that children are well-supported, and spend the majority of their time working with their key-worker, developing their confidence and ensuring they feel secure. Leadership and management is good. Children have the opportunity to use different classrooms during the day, and benefit from small group work done together as an adult-led activity. Activities and resources are appropriate for children of the varying ages who attend the setting, and staff show a clear understanding of children's abilities and interests. Staff are continually observed and assessed in their suitability for providing nursery education, as the manager works directly with all staff and is proactive in ensuring children's learning needs are met. Best practice is shared through team meetings, and staff benefit from being involved in the planning of activities, ensuring their understanding of learning objectives is achieved.

The provider has secure and detailed written policies and procedures that work in practice to promote children's welfare. The setting displays insurance documentation and their registration certificate clearly for parents and visitors to see. A robust recruitment procedure is in place, where staff are encouraged to come and see the setting and meet the children. Application forms, references and criminal record disclosures are sought for all members of staff, and children are protected as un-vetted staff are not left alone with children at any time. Staff are caring, compassionate and very well-deployed, however as many of the staff have been recently employed, the setting does lack the recommended percentage of qualified staff to work with the children. The manager has an action plan in place to ensure staff do access training and gain relevant qualifications accordingly. This will improve the service provided to parents, and children will benefit from further expertise. Appraisals are in place, and the manager reviews her own effectiveness through discussing practices with the parent-link group, as well as other members of staff. This ensures the provision is able to evolve and that the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the previous inspection the provider was recommended to conduct a risk assessment on the premises and to identify actions to be taken to minimize potential risks. To develop staff knowledge and understanding of child protection issues and to devise procedures for recording staff training.

A thorough risk assessment and health and safety checklist has been devised, which staff check each day. This ensures all members of staff are aware of any potential risks and children's safety is protected. Staff demonstrate a clear awareness of their individual responsibilities in ensuring children are safeguarded from harm. Training opportunities are in place for staff to update their knowledge and understanding further, demonstrating that the protection of children is a priority within the provision. Full details are maintained of staff training along with references and details of their employment histories. This is well maintained in order to ensure that it is clear what training staff have accessed, and to improve and update the levels of care and service provided.

In respect of Nursery Education, the provider was recommended to involve staff in the preparation of all written planning documents for children's learning and ensure that observations of children's activities link to the stepping stones. They were also recommended to provide more opportunities for children to have access to writing materials to make marks, so that they can develop their play in the home/role play areas and to provide children with opportunities to use information and technology to support their learning.

Planning of activities is done with all members of staff at regular team meetings. This ensures that staff gain a clear understanding of different activities and learning objectives, whilst being able to explore the spontaneous interests of each child as they develop. Observations are also done by all members of staff. These are then linked to the early learning goals and the stepping stones by the manager. The setting has developed opportunities for children to mark-make, particularly within role play areas, as well as through the use of drawing toys. Older children practise writing their names on their work, with younger children enjoying drawing with crayons. Children benefit from having the opportunity to play with computerised toys and resources such as books and calculators, and are encouraged to use tape and CD players with staff support. The setting also plans to invest in further resources, such as remote controlled toys. This will ensure children can continue to develop their interest and understanding of information technology.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that require 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

On the basis of the evidence collected on this inspection:

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

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop a strategy for ensuring staff update their awareness of issues surrounding safeguarding children, and that all existing injuries are recorded and shared with parents
- develop a strategy for ensuring at least 50% of staff hold early years qualifications and can access relevant and current training to update and improve knowledge and understanding of key issues.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop and implement planned activities to promote children's enjoyment and interest in outdoor physical play, particularly in wet weather.

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