

The Raleigh Nursery

Inspection report for early years provision

Unique Reference Number	EY359701
Inspection date	04 July 2008
Inspector	Catherine Greenwood

Setting Address	The Raleigh School, Northcote Crescent, West Horsley, LEATHERHEAD, Surrey, KT24 6LX
Telephone number	01483 281088
E-mail	
Registered person	Kim Louise Garrett
Type of inspection	Integrated
Type of care	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.

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?

The Raleigh Nursery registered in 1993, and re-registered under new ownership in July 2007. It is an independent nursery operating within the grounds of The Raleigh School in West Horsley, Surrey. It is situated in a residential area on the outskirts of the village. The nursery has sole use of a self-contained single-storey building and has the benefit of a large enclosed garden with fixed climbing equipment. The nursery is registered to care for a maximum of 26 children aged from two years to under five years at any one time. There are currently 41 children on roll, 28 of whom are in receipt of the grant for early education.

The nursery is open every weekday during term time only. Sessions begin at 09:00 and end at 12:00 every day except Tuesday and Thursday when there is an extended session until 15:00. Children bring packed lunches from home if they are staying until 15:00. The nursery caters for children who live locally or in the surrounding area.

The nursery employs five staff, including the owner/manager, all of whom have appropriate Early Years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children help themselves to easily accessible water throughout the session, and enjoy a choice of fresh fruit at snack time. They thoroughly enjoy the supervised 'café style approach', and develop excellent independence as they help staff to lay the table and cut up fruit. Effective use of laminated labels means that all children have a fair share of the snack.

The excellent adult support and guidance results in children showing a good understanding of personal hygiene and a real desire to be independent in their personal care. This is evident as they wash their hands after activities and before eating. However, storage arrangements for the nappy changing mat mean that younger children are at risk of cross-infection. All staff hold a current first aid certificate.

Children explore, test and develop physical control in stimulating outdoor experiences. This is evident as they make use of the large fixed climbing apparatus which is central to the nursery garden. Children show great agility as they independently climb up short ladders, balance along a 'wobbly bridge' and crawl through tents and tunnels. They show great steering and manoeuvring skills as they ride tricycles fast around the garden. Staff are observant of children's movements, and often divert children's energy into organised group games on the adjacent school field. Children have a wealth of opportunity to develop their fine motor skills through using accessible resources such as play dough tools, brushes, drawing, and painting.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Risks of accidental injury to children are minimised because staff are extremely vigilant and use risk assessments to reduce potential hazards. For example, the garden which runs adjacent to a public footpath is checked daily before children use it. A member of staff stands by the door when children arrive and depart, and the gate is locked after parents leave. This means children are kept secure within the premises.

Staff have a very good understanding of how to achieve a balance between freedom and setting safe limits, and how to involve children effectively in organising their environment. This is evident in the way that staff work extremely well as team to ensure adequate supervision as children choose to play inside or outside throughout most of the session. In addition, children show great self confidence as they move play equipment around, for example, using the doctors set for imaginative play underneath the large wooden apparatus in the garden.

Children use good quality equipment, appropriate to their age and stage of development. They learn to take responsibility for keeping themselves safe through topics and regular everyday reminders from staff, for example, not to run when inside the nursery. All current child protection guidance is in place, and staff know what action to take if they are concerned about a child. They discuss any existing injuries to children with parents, but these details are not recorded.

Helping children achieve well and enjoy what they do

The provision is good.

Children are extremely happy, enthusiastic, self motivated and independent within their play. This is because staff give top priority to ensuring children take the lead, and have plenty of choice about what they do. For example, when they decide to use the water play in the garden, children enthusiastically help staff carry buckets of water to fill the container.

Communication with children is good. Staff show great interest in what children say and do and consistently ask questions that enable children to identify their aims. They enter into children's play with energy and enthusiasm and are skilled at capturing children's interest. The excellent balance of adult- and child-initiated activities enable children to develop a strong exploratory approach to their play and learn at their own pace. For example, when children decide to use musical instruments in the garden, staff join them and sing nursery rhymes. This inspires other children to express themselves and dance freely in time to the music.

Staff use their observations of children's play and particular interests to set up resources and opportunities for children to extend their learning. They use these observations alongside planned topics to link to the following weeks planning. Evidence in children's 'learning journey' records shows a range of creative activities.

Nursery education

The quality of teaching and learning is good. Staff have a secure knowledge of the stepping stones within the Foundation Stage curriculum. They use their knowledge of children's development to help them make good progress and reach their full potential. Staff make good use of planned and spontaneous opportunities to extend children's learning. They show great interest in what children say and do, and ask appropriate questions that encourage children to think and communicate their ideas. They consistently give children time to think, explain what they are trying to achieve and value their contributions. For example, when children decide to create their own puppet show, a member of staff sits in the 'audience' and offers support. Staff have a good awareness of children's friendships, and give them the additional adult attention they seek when their friends are absent. Comprehensive progress reports include the next step for children's learning. However, there are ineffective systems to link these to planning.

Children are captivated and often inspired by the range of stimulating activities related to their needs. This is because staff make good use of planning to ensure that topics and resources are presented in an exciting way. For example, they set up the garden with a market stall that has real fruit, and turn one of the playhouses into a pet shop, station, art gallery and fancy dress shop.

Children develop confidence with speaking as part of a large group as they enthusiastically answer questions in registration time. Some children are able to predict and provide the answer before the question has been asked. This means that questioning during large group time is not always varied enough to provide sufficient challenge for some more able children. All children use marks readily to represent their ideas, and older children are adept at writing their own names, for example, as they use wipe boards in the garden. Children enjoy looking at books and can recall elements of stories they have been read, for example, 'Snow White'.

Children gain confidence in using numbers in their play, respond enthusiastically to opportunities to count, and answer questions that encourage their use of mathematical language, for example, when talking about position. They learn to recognise numbers through adult-led games such

as memory trays. Children learn about living things through planting activities and have excellent opportunities to build and construct on a large scale, for example, in the garden using tyres and planks of wood. However, there are insufficient opportunities for children to learn how to operate simple programs on the computer.

Children persist at activities when playing individually and in small groups, and are interested in using the wide range of interesting and accessible creative resources. For example, they learn how to use ink paints on water to create pictures with patterns, and are skilled at using the tools to manipulate the play dough. Children often choose to play imaginatively with their friends, for example, as they use the tricycles, dress up, and take part in role play.

Helping children make a positive contribution

The provision is good.

Children are happy and enjoy being at the nursery. This is because staff have a patient and caring approach, and are alert and responsive to children's individual needs. Children form very good friendships and relationships, and are extremely well behaved. This is because staff consistently get down to children's level, explain about how their behaviour affects others, and encourage children to say sorry when there are minor incidents. Staff recognise and praise children's achievements, which means they develop good self confidence, are willing to try new tasks, and feel good about themselves.

The partnership with parents is good. The manager consistently shares information with key workers about their observations of children's progress, and meets with parents every term to discuss these assessments. Parent questionnaires include positive comments. However, there are insufficient opportunities for parents and key workers to talk informally on a daily basis, and share information about activities and children's development at the end of each session. Parents receive regular newsletters once a term which include information about themes and events. Parental involvement is welcomed, for example, when the nursery goes on outings, and to support children when they are taking part in events such as 'graduation ceremonies'

Children learn about other cultures and beliefs through planned activities and the celebration of festivals, such as Eid and Chinese New Year. There are currently no children attending who have learning difficulties and/or disabilities. However, staff are committed to working closely with parents and other agencies as necessary. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Children have access to the garden all year round, and staff make excellent use of the outdoor area as a learning environment. For example, the two play houses are set up with a good variety of dressing up clothes, and other props for imaginative play. The doors to the garden are open throughout each session and staff set up the outside area as an extension of the indoor area. Wet weather suits and Wellington boots are available. Consequently, children develop excellent independence as they move freely between the two areas. Resources such as tyres, wheeled toys, water and sand play, large equipment, tunnels and tents are made easily accessible. Consequently, children play freely, independently and make their own decisions within their play.

Leadership and management is good. Staff are motivated, enthusiastic, and work well as a team. The manager provides an excellent role model for staff, particularly in relation to her communication with children, and how she uses her knowledge of the Foundation Stage curriculum to extend children's learning through questioning and conversation in everyday play. There are good systems in place to ensure staff suitability and most documentation is in place, although insufficient storage is available on the premises to store all records. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable: this is the first inspection since registration.

Complaints since the last inspection

Since registration, 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.

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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):

- improve the condition and storage arrangements for nappy changing resources
- ensure details of any existing injuries to children are recorded
- review and improve the systems used to link the next step for children's learning to planning
- improve the opportunities for keyworkers and parents to share information about children's progress on a daily basis
- improve storage arrangements for documentation.

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):

- improve the opportunities for children to access the computer and learn how to operate simple programs.

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