

Brook Nursery School

Inspection report for early years provision

Unique reference number

EY302604

Inspection date

19/01/2009

Inspector

Catherine Greenwood

Setting address

Pirrie Hall, Haslemere Road, Brook, Godalming, Surrey,
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Telephone number

Email

Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Brook Nursery School Ltd, registered in 2005. It operates from two halls situated within The Pirrie Hall in the small village of Brook, Surrey. The premises are accessed from a lane, via a level car park. The nursery includes two halls, toilets and a kitchen. All children share access to an outdoor area which the provision make secure. The nursery is registered to care for a maximum of 30 children aged from two years to under five years at any one time on the Early Years Register. There are 24 children on roll within the early years age range, all of whom attend part time. Children come from a wide rural area, which includes surrounding villages.

The nursery is open each weekday from 09:00 to 15:00 for 38 weeks of the year, and employs five staff including two managers. Four staff are qualified in early years child care and education and one is working towards a qualification. The nursery supports children who have learning difficulties and disabilities, and has developed close links with the local authority for support and guidance.

Overall effectiveness of the early years provision

Children make good progress in their learning and enjoy their time in the nursery. The managers exceptionally proactive approach in obtaining grants for improvement, and the opportunities for children to experiment and explore an excellent range of resources, are key strengths of the setting. All staff are included in a new quality assurance scheme, which is used extremely effectively to improve outcomes for children. Effective liaison with parents and other agencies, mean the needs of children with learning difficulties and disabilities are well met, although some staff are not always observant of children's inclusion.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that observations of children's progress include all areas of their development
- ensure all staff make better use of questioning and conversation within all activities to extend children's learning
- improve staff awareness and responsibility to include children with disabilities within all activities

The leadership and management of the early years provision

Outcomes for children are consistently reviewed and improved through extremely effective self evaluation, and the accurate identification of strengths and weaknesses of the nursery. Both managers have exceptionally high aspirations for quality, which is evident in relation to their secure knowledge and understanding of

the Early Years Foundation Stage, and the improvements that have been made since the last inspection. Managers work alongside staff, provide very positive role models in the way they promote children's welfare and learning, and ensure staff consistently improve their own practice through disseminating information or attending training. However, this does not always include observations and feedback of how staff use questioning and conversation to extend children's learning.

Parents' comments about the provision are extremely positive, particularly in relation to how happy their children are, the excellent support and information they receive from staff, and the relaxed and welcoming atmosphere. Partnerships are very well established and there is an excellent two way flow of information about children's individual progress and needs. The nursery embraces parents' involvement and maintains an open door policy, which includes a very flexible approach to settling new children. Parents and other family members are invited to events such as sports days, and sponsored events to help children raise money for charity. Documentation is well organised and used effectively in practice.

The quality and standards of the early years provision

The good organisation of the indoor and outdoor areas, and the positive and supportive approach from staff, mean that children have the freedom to make lots of independent choices within their play. Staff make good use of children's developmental starting points, provided by parents, to get to know children, which they link to observations and plan future activities. Children's progress towards the early learning goals is well documented, and includes the next step for their individual learning. However, observations do not always include sufficient detail in some areas of learning, such as physical development.

Children are very happy and well behaved. This is due to the effective strategies that staff introduce to help them understand and cooperate with expectations and boundaries. Staff frequently recognise and praise children's individual achievements, and value their contributions. Children often choose to use the resources in different ways, for example, they use scoops to collect rainwater in puddles and fill small wheelbarrows, when playing outside. Children with disabilities are fully included in outside play, and smile with pleasure as staff skilfully use resources such as a skipping rope, to encourage other children's interaction. Equal opportunities is embedded in the provision and promoted through food, discussion using photographs and talking about differences. However, planned activities are infrequent.

Children develop the early skills of reading and writing through meaningful, practical experiences. For example, most children can recognise and find their name, and some are beginning to write their names, with most letters correctly formed. Practical activities such as using dried rice on a tray, help letter formation. Children enjoy listening to stories individually with staff in the book corner. However, the timing of large group story times prior to sessions such as ballet, mean that children are excited and do not always concentrate fully.

Children learn about capacity and weight as they play outside and fill buckets with objects such as plastic frogs and balls, which they manoeuvre up and down on pulleys. They show curiosity in materials and living things whilst collecting leaves and twigs for natural modelling activities, grow broad beans and lettuces, and look at worms in the outside play area. Some children help themselves to resources such as small glitter balls, telescopes and torches, which they examine with interest. There are clear plans in place to improve the information and technology resources.

Children enjoy ballet sessions where they copy movements such as stretching out, curling up, and wiggling their toes. They use their imagination and express themselves by acting out movements related to a story, as they make happy and sad faces. Children develop skills of coordination, control, manipulation and movement as they use balancing resources, roll balls down drain pipes, and steer and manoeuvre trikes in the outside play area. Children's creativity is valued. They express their ideas and respond to what they see, hear, touch and feel with enthusiasm, for example, as they play in the sand, use glue for junk modelling, and roll out the play dough. Staff lead large group singing sessions, which most children join in.

Children's welfare is fully safeguarded due to staff's secure knowledge and understanding of child protection procedures. Children's health is fully promoted through varied snacks which include lots of fresh fruit, and good use of risk assessments mean that risks to children's safety are reduced.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.