

# Lingfield Nursery School

Inspection report for early years provision

---

**Unique reference number** EY386648  
**Inspection date** 09/03/2009  
**Inspector** June Fielden

**Setting address** Bank Farm, Ray Lane, LINGFIELD, RH7 6JH

**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

Lingfield Nursery School originally opened in 2003 and has been run by its current owners since 2008. It is a privately-owned setting which operates from purpose-built premises set in extensive grounds on the outskirts of Lingfield, Surrey. Children have access to an enclosed outdoor play area and fields owned by the provision. It operates from 07.00 to 19.00 throughout the year, except on public holidays and over the Christmas period.

The nursery is registered on the Early Years Register. A maximum of 55 children may attend the nursery at any one time. There are currently 83 children on roll in the early years age group. Children attend for a variety of sessions or all day. The setting supports children with learning difficulties and/or disabilities.

The setting employs 15 permanent staff working directly with the children, of whom 10 hold appropriate early years qualifications to at least NVQ at level 2. The setting provides funded early education for three and four-year-olds, and receives support from the local authority.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Staff provide effectively for children in the Early Years Foundation Stage. The nursery plans, observes and assesses children to meet their individual needs, and to ensure that they enjoy the time they spend at the setting. The nursery has identified its main strengths and areas for development, and uses its action plan to ensure that changes are implemented. Staff work in partnership with parents and others involved in children's care. The setting has formed effective links with local schools that children transfer to when they leave the setting.

## What steps need to be taken to improve provision further?

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

- ensure that appropriate hand washing routines are in place at all times, in order to avoid cross-contamination
- ensure that all circle time experiences planned for the two-year-old children are appropriate to their stage of development

## The leadership and management of the early years provision

The nursery is managed effectively, and duties are appropriately delegated to all members of staff. All the required records, policies and procedures are in place, and competent recruitment and induction procedures are followed to ensure that children are cared for by well qualified and experienced staff. Annual appraisals are conducted to discuss staff's training needs and to set targets for their future

development. Information is cascaded effectively to staff. High staff ratios are maintained and contingency arrangements are in place to cover for absent staff. Efficient self evaluation has enabled the nursery to recognise its staffing arrangements, farm environment, and use of organic food as some of its key strengths. They have also set themselves targets to work towards to further enhance the setting, including the purchase of additional resources and storage facilities that are easily accessible to children. Staff continually reflect on their practice, and their action plans are regularly reviewed. Since registration the setting has made improvements that have had a positive impact on children's welfare. For example, the setting has installed a soft surface play area, greatly reducing the number of accidents children have outside. They have also started to display more visual images to raise children's awareness of diversity, both inside the nursery and in the outdoor area. Staff receive training in safeguarding children. They ensure that the premises are secure, and that all visitors sign in and out of the setting.

Staff have a good relationship with parents and keep them well informed. Parents are pleased with children's learning and the level of care provided. In particular, they refer to the nursery's settling in procedure, the daily contact books and parents evenings as positive developments. Staff are available to discuss children's progress with parents at the start and end of sessions, and their development records are available to them. Parents are provided with newsletters, and a wide range of useful information is on display as they enter the setting. A list of the main activities children will be involved in each day are listed on the door of each room. Parents are encouraged to be involved in activities children participate in at the nursery. For example, they were asked to provide bottles for a music project, and if parents have any particular skills that may be of interest to the children, they are invited into the nursery to share these with them. Staff attend cluster meetings in the local area to enable them to network with other groups, schools and childminder's. Children's future teachers make visits to the setting to meet the children and gather information from staff. Staff liaise effectively with other professionals involved in the care of children with specific needs.

## **The quality and standards of the early years provision**

Children are provided with good opportunities to assist them in making progress in all areas of learning. The planning reflects children's individual needs, as it is based on regular observations made by staff. There is a good balance of adult led and child initiated activities, and children generally move around freely in the room they are based in, selecting toys for themselves. Staff make assessments of children by using their observations to determine their next steps in learning. Children's records of achievement show that they are making good progress in all areas of learning. Staff hold a circle time for children in each room, when they are introduced to subjects such as shape and colours, and use their questioning skills to find out what children know. Although these sessions for the two-year-olds are not always appropriate to their stage of development. The pre-school arranges for teachers to visit the setting and provide children with lessons in music, dance and Spanish. Staff reinforce the input they receive in these subjects at other times during the week. For example, they sometimes ask children to tell them what a

particular word is in Spanish. Children use toys that raise their awareness of disability, taste fruits from around the world and learn about festivals from other cultures, promoting their understanding of the wider world. They benefit from the pleasant farm surroundings at the setting, and enjoy being able to get up close and touch a variety of tame animals. Children exercise as they are taken on walks around the farm and play with the wide range of toys and equipment in the outdoor play area.

Children develop healthy habits as staff raise their awareness of the need to put their hand over their mouth when coughing, so as not to spread infection. They are encouraged to clean their hands before they eat, when they have wiped their nose, or touched the farm animals. Although these practises were not followed by one group of children, as they all washed their hands in the same bowl of water after playing in the outdoor area. Children's meals are prepared from fresh ingredients by the nursery chef, and details of children's allergies are available in the kitchen and children's rooms, to ensure that all staff are aware. Staff create a welcoming atmosphere for children by displaying examples of their work, photographs and posters. They raise children's awareness of keeping themselves safe by explaining to them why they should not run in the nursery, and get them to inform staff when they find any broken toys or equipment.

Effective strategies are used by staff to encourage good behaviour, and children are rewarded with praise and stickers for small achievements, or for helping to tidy up. Children are provided with plenty of opportunities for messy play, to enable them to explore and be inquisitive.

## 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

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

### Leadership and management

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

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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 registration.

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.