

Woldingham Village Nursery Class

Inspection report for early years provision

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Woldingham Village Nursery Class is a privately owned setting that first opened in the early 1970s and has been registered under the current provider since 2001. It operates from two rooms in Woldingham Village Hall in Woldingham, Surrey. An outdoor play area is available. The setting is open from 9.15am until 12.00pm, Monday to Friday during term time, with a lunch club each day until 1.00pm.

The setting is registered on the Early Years Register to care for 36 children aged from two years until the end of the early years age range. There are currently 38 children in the early years age group on roll, who attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities.

There are eight members of staff who work with the children, including the manager. Six members of staff have relevant childcare qualifications.

The setting receives support from the local authority through an early years advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in the welcoming and inclusive environment. Excellent partnerships with parents ensure that staff know children well and provide the support they require. This helps them to make good progress in their learning, given their age, abilities and starting points. The staff team continually reflect on their practice and take steps to ensure that the service is responsive to the needs of the children who attend and their families.

What steps need to be taken to improve provision further?

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

- continue to develop staff's skills in identifying individual next steps for children and linking these into activity planning
- review risk assessments in relation to security arrangements for the internal doors to the setting

The effectiveness of leadership and management of the early years provision

The setting benefits from a well-established team who are appropriately vetted and have relevant qualifications and experience, which safeguards children's welfare. Staff have a good understanding of their responsibilities in relation to child protection and are familiar with the procedures to follow if they have concerns

about a child. All of the required documentation that supports children's health, safety and well-being is in place. Staff give high priority to safeguarding children and are extremely vigilant in supervising them closely and ensuring they are safe at all times, although the nursery operates from a multi-purpose building that is currently not always fully secure. Staff work well together as team, sharing tasks and responsibilities to ensure that the setting runs smoothly on a day-to-day basis. Resources are well organised to create a stimulating learning environment for children and ensure they have appropriate adult support.

The management team makes good use of feedback from staff, parents and children to monitor and evaluate the provision and identify priorities for future improvement. Actions taken are well targeted to improve outcomes for children, such as changes to children's free access to play materials that they can select for themselves, which has significantly increased their autonomy at the setting. Staff have a good knowledge of each child's backgrounds and needs. They use effective strategies to ensure all groups of children achieve well and provide appropriate support where required, so that equality and diversity is promoted. Partnerships with parents are highly positive. Parents are actively involved in significant decisions relating to the setting and their views and opinions valued. They are provided with high quality information about the setting and are kept very well informed about all aspects of their own child's achievements, well-being and development. Excellent two-way communication ensures children experience consistent care and means both parents and children benefit from strong levels of engagement with the setting's work.

The quality and standards of the early years provision and outcomes for children

Children show a very strong sense of belonging and security at the setting. They are familiar with the daily routines and expectations and demonstrate a clear understanding of how to keep themselves safe. They help pick up the toys because they know that otherwise someone might fall over them, and talk about being careful near the hot oven while they play. They take part in regular fire practices that ensure they know what to do in an emergency. Children adopt good simple hygiene routines when they wash their hands before their snack or after a messy activity using the liquid soap and paper towels that help protect them from the risk of cross-infection. They make healthy choices as they help themselves to handfuls of raisins or some chopped apple or pear at snack time. Children enjoy playing outside every day as part of a healthy lifestyle, running around in the fresh air, practising their physical skills or learning new ones as they attempt to walk on stilts for the first time.

Children develop excellent relationships with staff and other children. They work extremely well both independently and in cooperation with their friends. Their behaviour is very good and they show an excellent awareness of responsibility within the setting. They show high levels of independence as they select their own resources and play materials and put them away when they have finished. They take part in a wide variety of indoor and outdoor activities and experiences that support their development across all areas of learning, and they are interested and

motivated to learn. Staff make regular observations of their achievements and identify next steps for their learning, although currently the links between individual targets for children and activity planning for the group as a whole are not always clear.

Children are keen to communicate and use language well to start conversations and express their ideas. They listen attentively to stories and enjoy reading books on their own. Older children begin to recognise the sounds that letters make and start to use their phonic knowledge to write and read simple words. Children use their problem solving skills to measure how long the table is, or work out how many children are present today. They explore the natural world when they plant beans, care for them and watch them grow, then finally take them home to cook and eat. Staff make the most of diversity to help children understand the world they live in, and children eagerly recall activities they took part in that helped them learn to value different cultures and beliefs. Children use their imaginations as they play together, pretending to cook dinner and making sure they have all the ingredients they need. They enjoy adult-led craft activities such as making Christmas decorations, as well as helping themselves to tools and materials from the creative trolley to cut, stick and design according to their own ideas. Children benefit from a well-balanced daily routine and are occupied and stimulated throughout the session. They thoroughly enjoy their time at the setting.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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