

# Shere Village Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	EY312555
<b>Inspection date</b>	12/11/2009
<b>Inspector</b>	Bridget Richardson
<b>Setting address</b>	The Memorial Hall, Gomshall Lane, Shere, Guildford, Surrey, GU5 9HE
<b>Telephone number</b>	01483 203 267
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Shere Village Nursery opened in 2005 and operates from a memorial hall in Shere, Guildford, Surrey. It is managed by a voluntary management committee, made up of parents of children at the nursery and members of the local community. All children share access to an outdoor play area. The nursery is open on Monday to Friday from 09.05 to 12.05 during school term times.

The provision is registered on the Early Years Register and a maximum of 24 children from 2 years to the end of the early years age group may attend at any one time. The setting is in receipt of funding for the provision of free early education. There are currently 26 children on roll, all of whom are in the early years age range. Children come from the local and surrounding area. The pre-school employs seven staff, of these, four hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have an excellent understanding of how to use the Early Years Foundation Stage in order to plan for individual children's progress towards the early learning goals. Links with parents ensure that they are clearly involved in their children's care and education and strong partnerships are established with other professionals involved with children. Overall, policies and procedures promote the welfare of the children, although minor improvements are identified in some areas. The capacity for the group to continually improve is good. Management value and encourage their staff. As a result staff are well motivated which promotes a positive learning environment for the children.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure half of staff working directly with children hold a relevant qualification (suitable people) 12/12/2009

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

- update documentation in line with current legislation
- ensure mats do not pose a hazard to children

## **The effectiveness of leadership and management of the early years provision**

The setting has clear procedures in place to safeguard children and promote their welfare. For example, staff have a good understanding of their roles and responsibilities relating to child protection and the named person in the setting regularly updates her knowledge to ensure that children are safeguarded at all times. Suitable recruitment, vetting and induction procedures help to ensure the suitability of staff. All necessary records, policies and procedures are in place and generally completed well, however minor adjustments are required to policies and procedures to ensure they are in line with current legislation.

The setting is secure and generally very well maintained, which helps to protect children's health and safety. However, mats in the setting poses a tripping hazard to children. Risk assessment checks are completed in all areas daily to help ensure potential hazards are identified and minimised. The setting promotes equality of opportunity, ensuring all children and families are respected and valued in line with their individual needs and backgrounds. Each child's individual needs are recognised and fully supported. This supports and enables them to make progress and feel valued and fully included in the setting.

Staff work extremely well with parents and carers, gathering and exchanging clear information to ensure children's individual needs are continually met. Parents have free access to their child's development records as well as having review meetings. Daily diaries go home giving parent's updates on their child and an open door policy ensures parents are well informed of their children's progress. This enables them to contribute to their child's learning. Excellent partnership working with other providers and professionals are in place. The setting values and understands the importance of fostering these close relationships to ensure that they are fully fostering and supporting each child to their full potential in their individual learning and development. Staff work well with external agencies to ensure children with special educational needs and/or disabilities are fully supported.

There are sufficient qualified staff employed by the nursery. However, they are not organised at all times to ensure that at least half working directly with children hold full and relevant qualifications. The manager and staff are aware of the settings current strengths and areas for further development and are working together to continually improve the nursery. The management works closely with staff encouraging them to play an active role in further developing and improving the setting to benefit the children that attend. They encourage and promote staff to attend training to gain relevant qualifications and update their knowledge. As a result, staff team work closely together and feel valued as individuals. A system of self-evaluation is in place and seeks the views of all users. This is being further developed to promote continuous improvement.

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

Children are relaxed and familiar in the setting. They arrive and settle quickly. They are secure and comfortable with a stable routine that is familiar to them. Children contribute to the organisation of their day by joining in with group time and discussing the day ahead. They make their free choices about what they wish to do and whom they wish to play with. They are very confident with staff, show security when engaging with them, and express themselves confidently. Children are valued by staff who know them extremely well. Staff ensure that they meet each child's individual needs through the extensive information they gain from parents and through the thorough observation process that they use to ensure that each child's individual needs are fully met. Excellent assessment and planning systems are completed by the knowledgeable staff who ensure an effective and well balanced range of activities supports and encourages children's all round development at all times.

The nursery is set out to ensure all areas of learning are promoted. These are enhanced to follow children's specific interests and to extend dimensions to children's learning. For example, children at group time showed an interest in the moon. Staff enthusiastically promoted and followed the children's interest in this area and made resources and activities accessible to them to further their knowledge and enjoyment. Children have a well-resourced outdoor area, which they use on a daily basis. Children spend good amounts of time in the fresh air and have a clear understanding of how to dress appropriately according to the weather conditions.

Children's communication skills are extremely well promoted as staff and children hold detailed conversations about activities, their experiences, family and lives. Throughout children are enabled to express opinions and ideas. Staff extend conversations by asking questions that challenge children to think.

Throughout the setting, children have the opportunity to undertake creative and many free expression activities such as dressing up and role-play. They are skilled with the computer, construction resources and jigsaws. Stories, rhymes and music are a well-received resource enjoyed by the children. Colour, letter, calculation and mark making development are supported within spontaneous, routine, child-led, planned and focussed activities.

Children's welfare and safety is supported well. They feel safe in the group and with the staff as they confidently approach adults and respond positively to the clear hygiene and safety routines. They learn about danger and personal safety by themed activities, routine and staff example. Children clearly understand and relate the reasons for good hygiene during routine hand washing and use and dispose of tissues appropriately encouraged and reminded by staff.

Children enjoy healthy and nutritious snacks of fresh fruit, which parents provide. They have access to drinking water at all times and are offered milk at snack times. Children's individual dietary and medical needs are clearly maintained to

ensure that these can be met at all times. Children have opportunities to grow their own vegetables and take them home to eat. This not only helps children learn where vegetables come from and generates conversations about the benefits they have, but also promotes their health and wellbeing and a sense of pride in their achievements.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	1
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
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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	2
The extent to which children develop skills for the future	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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report in relation to qualified staff 12/12/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report in relation to qualified staff 12/12/2009