



# Brook Nursery School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY302604
<b>Inspection date</b>	08 February 2006
<b>Inspector</b>	Christine Clint

<b>Setting Address</b>	Pirrie Hall, Haslemere Road, Brook, Godalming, Surrey, GU8 5UJ
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**Telephone number**

**E-mail**

<b>Registered person</b>	Brook Nursery School Ltd
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<b>Type of inspection</b>	Integrated
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<b>Type of care</b>	Full day care
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## 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](http://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?

Brook Nursery School Ltd, registered in 2005. It operates from two halls situated within The Pirrie Hall in the small village of Brook, Surrey. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 09:00 to 15:00 for 38 weeks of the year. All children share access to a secure outdoor play area.

There are currently 32 children aged from 2 to under 5 years on roll. There are 20

children in funded educational places. Children come from a wide rural area, which includes the surrounding villages. The nursery supports children with additional needs.

The nursery has 7 staff including 2 managers. Most staff are qualified in early years child care and education or are working towards a qualification. First aid trained staff are present at every session.

The nursery has close links with early years agencies for support and guidance.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in clean and well prepared premises. Children in nappies are welcomed in the setting and their individual preferences for nappy changing are highly considered by staff, who follow hygienic procedures; they wear gloves when necessary and sterilise the changing mat between use. Staff manage children's needs very well within the facilities available. Individual arrangements are made with parents, especially for younger children who have special routines for potty training. Older children learn to be responsible for their own personal hygiene and staff use the low mirrors to encourage children to clean their faces, although children cannot readily access tissues when they need them.

Children routinely wash their hands before they eat packed lunches together, but they do not wash their hands prior to having snacks. Staff are dedicated in cleaning the tables before any eating takes place and they instantly replace any biscuits that are accidentally dropped. Children competently learn new routines and take responsibility for placing their dirty cups and plates on the lower shelf of the snack trolley.

Children's health is fully supported through the comprehensive documentation in place, this includes a thorough policy for the exclusion of sick children and extra emergency contact details from parents. All children's records show that permission is in place for emergency medical treatment and for any administering of medication; all records are concisely completed. Children's accidents are fully recorded and staff follow effective routines for first aid.

Children keenly take part in the new snack bar routine, they choose from raisins, apple and banana, they help themselves and pour their own milk or water. Staff ably assist when younger children are learning to pour from jugs. Children can help themselves to water at any time during the session, a jug and cups are always available. Children's allergies or dietary needs are efficiently recorded on their registration records.

Children have ample opportunities for physical play. They enjoy activities outside every day in fine weather. They run and balance, ride on wheel toys, throw and roll balls, push wheel barrows and make marks with chalk. They regularly walk around

the adjacent village green and under the nearby trees.

Children have very regular opportunities for developing their understanding of movement and body control during the dance classes. They make large movements and smaller ones, they enthusiastically move to music and follow instructions.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are entirely safe and secure at the nursery because there are well organised systems for supervision at all times. The nursery has sole use of one room and all resources remain available. Children use the larger hall at organised times only, when they are with staff.

Children settle well because their parents regularly enter the nursery, they are welcomed by staff and parents can easily read the nursery notice board. The temperature of the room is regularly checked, although it is initially cold at the beginning of the week and the radiator covers prevent some heat from circulating effectively.

Older children can readily use the toilet nearest to the nursery room because the main outside door is secure. All children's snacks are prepared in the ample sized kitchen, where lunch boxes are also stored.

Children play safely outside every day on a hard surface area. Staff secure this by placing boundaries at either end. Children have ample outdoor play equipment and a permanently sited wooden play house. They use the whole village green at times during the better weather.

Children have a broad range of play equipment which is purposefully stored, within the room to allow easy access. All equipment used is cleaned thoroughly at the end of the week and toys and dressing up clothes are washed frequently. Any faulty equipment is removed and any play equipment is routinely checked if it is taken outside. A floor plan is displayed to show the normal layout of the room and where items are stored.

Children's collection routines are competently arranged with parents, a collection book is always signed. There are precise policies in place for lost or uncollected children. Children follow regular fire drill routines, which are displayed. Staff are aware of the procedures and these are generally recorded. Children's safety is well monitored because the nursery complete an annual risk assessment when renewing their insurance.

Children's welfare is thoroughly prioritised in the written policies and procedures for child protection. Staff are kept up to date with the local authority procedures and a dedicated staff member has full responsibility. There is a strong, clear, commitment to following any procedures and full policies in place to cover any allegations against staff.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children independently mingle, as soon as they arrive. They move around the room freely and choose from a wide variety of activities. Smaller children have equal amounts of choice and freedom during free play and staff encourage their involvement, they give extra attention when smaller children are settling. Older children are confident and relate well to visitors, they ask questions and interact well with adults. Children are chosen, by name to take part in the focus activity, which is recognising the sounds of certain instruments. Staff initially hide these from view to encourage children to think and describe the sounds; children show interest in the different sounds because some instruments are more unusual and need explanation. Children paint at the easel, they have freedom and use the paint in different ways. Children quietly play with the train track on their own. They talk about their homes and families, especially their new baby siblings.

Children follow regular routines to increase their confidence and self esteem, they respond well to the snack bar system which has only recently been introduced. They help to tidy up when staff tell them that activities are coming to an end.

Children are excited and keen to take part in the dance class. They follow instructions well and prepare by taking off their shoes and socks on the mat. They listen to the dance teacher and respond to the music. Younger children are encouraged to participate in the group to build positive relationships, they sometimes attend for a shorter session. Children mostly play outside in separate groups during colder weather, to ensure that younger children have continual access to the play equipment available.

Nursery education.

The quality of teaching and learning is good.

Children confidently make their own decisions during free play. Older children are developing friendships and readily linking with each other, they play with cars and talk about their homes and books that they enjoy. They engage in role play in the home corner, they happily offer to make cups of tea. Children decide to dress up and wear other clothes for the whole of the session. They talk about their homes and families and interact with each other and with staff. Children are learning to wait for others to speak first when staff ask questions at story time. They are responding well to the newly introduced snack bar system, they find their own place mats and sit at the table when there is a space. Children make choices at snack time and are adeptly learning to manage themselves and to take responsibility for clearing away their own utensils. Children try to put on their own coats to go outside, some of them need help. They manage to put socks and shoes on after the dance lesson and practice to find the right way around for their shoes.

Children show persistence in following through an activity and of maintaining attention, especially when they are interested in a story or when clapping the rhythm of everyone's name at group time.

Children can describe the sound of the rain stick, they listen when staff explain about instruments from other countries and why and how they are used. They respond to questions which encourage them to remember what they have just been told. Children are learning to recognise their own written names, they have regular opportunities when they arrive and during snack time to practice name recognition. Children enjoy the book corner freely, there are well stocked book racks at a reachable height and children sit happily with books, reading from the pictures. They use the large wall mounted chalk board for making marks at any time.

Children can write, draw or colour during free play, there is a table with all materials available.

Children quickly learn about rhythms and clap with staff, they enjoy group singing because staff encourage them with their own enthusiasm.

Children have many visual reminders of numbers and letters around the room. They practice placing small coloured cubes onto a chart to gauge the height of the tree. They readily count these and put them into the space. They sort out the cars and trucks in the garage, they count some and show an awareness of quantity. Children are learning about size during their dance class, they make the circle bigger and smaller when they are holding hands. They stretch up to make themselves tall and curl up to make themselves small. Children count in their songs and rhymes, they identify different shaped items in books. Children count with staff during snack time to fill the places at the table, when they take turns.

Children talk readily about their homes and families, they are able to describe the age of their baby sibling in terms of the babies development, they know that the baby can stand up, but not walk. Children understand that time is measured by the use of a watch, although they cannot tell the time, they know that nursery routines are linked with passing time. Children excitedly talk about the books they like and laugh about monsters. They eagerly take turns to use the computer, they play simple games that offer choices and are suitable for their stage of development.

Children enjoy movement at all times, they use implements well to roll out the play dough and to cut shapes. They thoroughly enjoy the dance class, they hold hands and run and jump. They make a large circle and reach for the clouds, they practice raindrops with their fingers and they are encouraged to keep their feet stuck together with 'magic glue'. Children readily follow physical movements which encourage them to respond and listen. Children play with lots of prepared outside equipment, they roll balls down tubes and shoot them into the playground, they practice throwing balls. They push wheel barrows with items in, they ride wheel toys and push buggies. They balance on large plastic stepping stones which are joined together with rope.

Children can follow their own ideas to be creative, they paint at the easel and use their hands to make prints, they spontaneously mix their own colours and spread the paint over their fingers using the brush. They have some planned craft activities at the table and can access the paint pots themselves to add their own coloured patterns for making rainbow fish. Children show good imagination by understanding and following the pretend actions during the dance class. They curl up when the music suggests that they are frightened and depict bold movements when the music

is louder. Children can also show happy and sad faces, they match corresponding facial expressions to stories and music.

There are excellent plans for activities displayed and these are directly linked to the activities taking place during the session. Many stepping stones relate to routine activities as well as the focus, planned activity and aspects of Birth to 3 Matters are also linked with the planning. Daily activity sheets provide clear objectives and offer extended ideas for further challenge, with a section for evaluating the activity. Staff have key worker responsibilities and a focus child is named daily to ensure that staff observe children's progress. Staff show that they understand the Foundation Stage of learning and they relate well to children and use good skills of questioning and involving children in activities. They are clearly aware of children's levels of learning and complete the children's assessment records regularly, they especially including more advanced stepping stones for children who are progressing, however the children's development profiles show limited evidence to support the achieved stepping stones.

### **Helping children make a positive contribution**

The provision is good.

Children have a good selection of multicultural dolls that they can talk about and play with. Children can wear clothes of many different nationalities and practice with instruments from other countries. Children learn about other countries and cultures through topics and planned activities, they have previously talked about Aboriginal paintings during a topic on Australia and tasted noodles when they celebrated Chinese new year. Children have looked at pictures of each other as babies and they have a selection of books which depict different people in the community. There are posters displayed which promote differences positively and the nursery has an equal opportunities policy.

Children with additional needs are totally included and they have equal freedom to make choices. Staff offer continual support and guidance, they show a high awareness of responding appropriately and know the extent of children's abilities. They encourage all children to develop a proactive attitude by their own good example. Children's spiritual, moral, social and cultural development is fostered. The nursery has a policy in place and staff are very aware of confidentiality and privacy. Plans are developed for individual children and these are adapted according to their own needs and the observational notes recorded.

Children behave very well because they have ample activities and choice, good stimulation and staff who respond swiftly and appropriately. They are good role models and encourage a calm atmosphere. The nursery has a behaviour management policy which concentrates on positive strategies.

Partnership with parents and carers is good. Children are happy and settled because their parents enter the nursery every day and talk to staff. They receive feedback when they collect children and staff are open and provide positive comments with good explanation. There is a poem attached to the door to remind parents that children benefit even if they do not produce something to take home. Parents can

directly see the current topic and there are good displays about all levels of children's learning. Parents are happy with the nursery provision and there is good regular liaison, although not all parents are aware of the records held about their children's development and they do not contribute to the profiles.

Parents are provided with a full prospectus and regular newsletters, they are also encouraged to stay and share nursery sessions. There is a full and comprehensive complaints procedure in place. Parents are encouraged to discuss concerns with staff and they are provided with all details of the complaints log, as well as contact details for Ofsted.

## **Organisation**

The organisation is good.

The nursery meets the needs of the range of children for whom they provide. The providers have good staff records available and thorough plans for recruitment are in place. They show a full understanding of the new responsibility for staff clearances and of recording all details for the inspection. Systems are already available to show all staff enhanced disclosure details, and the joint managers have a strong commitment to ensuring that staff are suitable to work with children. They have devised suitable questions for any new recruitment interviews.

A full operational plan is in place and contact details for all early years agencies who offer support and guidance is included. The nursery is working towards a quality assurance scheme.

Staff deployment is very well organised. The majority of staff are qualified and many are continuing to develop their child care knowledge, they regularly attend training and benefit from cluster group meetings within the county. There are full job descriptions and detailed information is available about performance appraisals. Staff roles are clear and flow well throughout the session. Staff happily take responsibility for groups of children and they include spontaneous activities to encourage and involve children. They take responsibility for reading any policies and procedures when they are newly employed.

The registration certificate and recent information about the inspection process is displayed, the provider has completed the self evaluation form in preparation for the inspection. A visitors book is in place and is regularly signed. All children and staff are marked in the register.

The leadership and management of the nursery education is good. Staff show strong skills of implementing the daily plans and the focus activities, even though they do not always contribute to the planning. Staff and managers verbally liaise at every session and have regular meetings during the term. They show a good understanding of the stepping stones of the Foundation stage of learning and an awareness of the objectives outlined in the plans. Staff also show excellent knowledge and awareness of individual children and most of the records of assessment are developed from this knowledge, however there is limited evidence to support the recorded achievements to enable staff to plan for children's future



learning.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There are no complaints to report. 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.

## **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 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):

- ensure that children are encouraged to learn about personal hygiene through following regular daily routines for hand washing and that they can learn to manage their own hygiene independently
- involve parents in the records of children's development

### **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):

- continue to develop the children's records of assessment and include evidence for the stepping stones noted as achieved, so that children's future learning can be planned

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:

