

# Friends Private Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY225524

**Inspection date**

27/09/2010

**Inspector**

Jo Scott

**Setting address**

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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*.

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**

Friends Private Day Nursery is one of two nurseries owned by Friends Private Day Nursery Limited. This nursery opened under the current ownership in 2002. It operates from three dedicated areas situated on the ground level of a brick building in Shere, a village near Guildford, Surrey. Children have access to a secure outdoor play area and make regular use of outdoor areas in the local community, which are not part of the registered premises. The nursery follows both a Montessori and Forest School approach. Children attend from a wide geographical area.

The nursery is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. A maximum of 54 children under eight years may attend at any one time, of whom no more than 18 may be under two years. The nursery is open five days a week from 8am to 6pm, all year round excluding bank holidays. There are currently 91 children from three months to under five years on roll. Older children attending Shere Infant School may attend the nursery before and after school and during the school holidays, and there are currently five children from five to under eight years on roll. The nursery accepts children who receive funding for nursery education, and support children with special educational needs and/or disabilities, and those with English as an additional language.

Sixteen full-time and part-time staff including the manager work with the children. The manager holds a level six early years qualification and is working towards Early Years Professional Status, fourteen practitioners hold appropriate early years qualifications and of these two are working towards a higher qualification, and one is unqualified. The nursery takes part in the Surrey Quality Assurance Scheme, and receives support from the Surrey Early Years and Childcare Service.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Exceptionally effective partnerships with parents and carers enable staff to know individual children very well, and meet their welfare and learning needs. Practitioners value each child highly and demonstrate a real commitment to enabling them to be actively involved in learning through play and exploration, in a way which challenges and excites them. Each member of the staff team understands and gives priority to safety. The excellent use of self-evaluation and quality assurance results in a cycle of continuous development.

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

To further improve the high quality early years provision the registered person

should consider:

- improving the opportunity for privacy for those children who want it when using the toilet cubicles.

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

Staff checks are completed to ensure suitability. The team understand their responsibilities in relation to supervision of individuals while waiting for checks to be received. Safeguarding procedures are clear, regularly reviewed and understood by practitioners. This is a regular focus for training, and means that knowledge is secure and reinforced. All staff understand the requirements for completing ongoing risk assessments to ensure children's safety is maintained on and off site. Children's daily routines include opportunities for trips in the local community, and these are planned and delivered with diligence to keep children safe. This enables children to participate in varied and valuable experiences. Practitioners have very well established links with the local schools, and support children extremely well during transitions.

There are established and highly effective systems in place for recruitment, induction and ongoing development through internal and external training. The practitioners undertake an ongoing process of evaluation for their own learning and development. They are excellently led and managed, and the enthusiastic and inspirational drive from the owners and manager results in a highly motivated team. A review of the responsibilities and duties involved in running the setting has resulted in the re-allocation of tasks so that the manager is able to focus on the delivery of welfare and learning requirements, and the mentoring of staff. The setting is proactive in their use of self-evaluation to identify their strengths and areas for development. They seek external views in relation to operational issues, for example, by taking part in the Surrey Early Years Quality Assurance Scheme to review practice. There is a setting wide culture of reflective practice that is quite exceptional, and this is highly effective in driving the quality of the provision overall. Identifying areas for development has been particularly beneficial in relation to individualised learning and being proactive in seeking child and parental views in this. Feedback from parents and carers is extremely positive, they say that partnerships are highly effective. The setting has trained in, and implemented, Forest School, recognising the wealth of learning opportunities to be gained for children by making the outdoor environment accessible.

All areas of the nursery are welcoming, stimulating and well maintained. The children's toilet facilities are currently being refurbished, and the manager is reviewing the privacy needs of older children. In all areas there is an excellent range of photos and posters displayed which appeal to the children and which promote the diverse world in which we live. Children independently display their own art work at low level, demonstrating pride in their achievements. An excellent mix of equipment and resources is made readily accessible to children so that they can see what is available and make independent choices. Support from adults in extending children's learning is consistently in place. This results in children being

highly engaged in learning through play. Attentive practitioners tune into the children using observation, discussion and visual prompts to follow their interests, and use a system called 'flag poling' to alert others to something which may be of interest to them. This enables other children to join in if they wish. Planning meetings enable all adults working in each area to understand what the planned learning for individual children is on a daily basis. This results in all staff demonstrating an excellent understanding of all the children they work with. Systems for tracking and recording development are of exceptional use as working documents for practitioners and parents. As children progress through the nursery they develop pride in these records, and make their own entries alongside those of their parents and the staff team.

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

The children are meaningfully engaged in an outstanding mix of stimulating activities during their time at nursery, both inside and out. Staff focus on the welfare and learning needs of each child, and are skilled at knowing when to let children play and when to step in to extend children's learning and challenge them further. Children are heavily involved in making decisions about what they do. Younger children are able to take part in many activities they are interested in. Babies enjoy looking at their reflections in low-level mirrors and exploring the natural materials in treasure baskets. They enthusiastically take part in sensory play using materials such as dough, rice and corn flour. Toddlers are excited by water play and creative activities such as painting boxes as they learn about 'big and small' through practical, hands on experiences. The children thoroughly enjoy coming together at circle time, squealing in delight and anticipation during singing.

Pre-school children have regular opportunities to take an active role in planning for learning. They contribute their ideas for the time line, which represents the day, routine and activities at nursery, and are encouraged to express their feelings about activities. They demonstrate a very good understanding of the progression of time. Practitioners reinforce this in different ways. They use the time line to help children to know when mummy is coming back, and they tell children when things are going to change. For example, a verbal reminder that it is nearly lunch time is visually demonstrated using a sand timer so that children can finish off what they are doing. Staff are sensitive to ensuring children can complete their play later, for example they leave a child's 'dinosaur garden' out so that they can go back to it. Staff visually help children to think about their lives. To celebrate birthdays children look at photographs taken when they were born, and at each birthday. They hold a globe and walk once around the 'sun' to represent the passing of a year, and share stories about their lives, which helps children recall events and understand development. It is evident that older children understand younger children's needs, they talk about babies having day time sleeps and pureed food. This promotes empathy and a caring ethos which is evident throughout the nursery. Children behave exceptionally well. Attentive, encouraging and caring staff praise and guide children, and help to reinforce wanted behaviours.

There are exceptional opportunities for children to learn about safety, to think about risks and learn how to manage them. Practitioners help children to be ready to join Forest School by building stamina for walking, and learning how to use tools safely. For example, children learn to use potato peelers with care and skill on carrots before they are ready to whittle sticks in the woods. Staff support and supervise children as they learn about boundaries, and making a camp. They explore the woodland, benefitting from learning through experience about lifecycles and the changing seasons. This fosters a real love and enthusiasm about the natural world. Younger children learn about safety through discussion and experience on their regular walks. Staff talk to the children about potential risks such as crossing the road, and this helps children to be more aware.

There are many opportunities for children to extend their communication, language and literacy skills. Staff and children are involved in talking and listening to each other, mark making, story telling and linking letters and sounds. Children are constantly challenged into thinking about mathematical language, whether it is in terms of 'big and small' for very young children, counting handprints in the garden with toddlers, or identifying three dimensional shapes and early calculation for older children. There are excellent opportunities for children to build up their independence and skills for the future as they progress through nursery. Children learn about themselves and their community through activities and visits. They learn about the wider world through topics which often evolve from children's interest. For example, a comment about the Queen leads to children making pictures and letters and sending them through the post to Buckingham Palace. Great excitement follows when a royal reply is received. Children recognise flags from different countries as they are linked to learning about food from around the world. Children take part in French lessons which some parents attend too, and this supports children and adults to learn together.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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

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

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## **Annex B: the Childcare Register**

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