

# Drayton House School Nursery

Inspection report for early years provision

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**Unique reference number** EY288379  
**Inspection date** 19/10/2010  
**Inspector** Lynne Lewington

**Setting address** 35 Austen Road, Guildford, Surrey, GU1 3NP

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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.

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## Description of the setting

Drayton House School Nursery is a long established provision that was taken over in 1984 by the current proprietor. It operates from a Victorian House in Guildford, Surrey. There are three provisions within the setting, the day nursery, the kindergarten and the nursery school. It has classrooms on all levels and has several dedicated outside play areas for the different ages. It serves families from the local community and surrounding villages. Access to the premises is via a few steps at both entrances to the setting. Toilet facilities are available on both floors.

There are currently 65 early year's children on roll. Children attend for a variety of sessions. The nursery supports children with special needs and children who speak English as an additional language. The setting is registered on the early years register and both the compulsory and voluntary parts of the childcare register. They are registered to care for children 65 children under eight years of age.

The nursery opens five days a week, 51 weeks a year excluding Christmas and Bank Holidays between the hours of 8:00am and 6:00pm.

Eighteen members of staff work with the children. Sixteen members of staff have a recognised early years qualification or are qualified teachers. Six members of staff hold a current first aid certificate. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the setting is good. Children thrive in this happy well organised setting where they are confident, curious and demonstrate increasing independence. The strong leadership and management ensure the provision reflects on the service offered and continues to develop to meet the young children's needs.

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

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

- improve opportunities for the youngest children to develop their individual skills, particularly in the outdoor environment
- improve opportunities for children who speak English as additional language to develop their knowledge and skills recognising their native language and culture and traditions
- improve opportunities for parents to share their knowledge of their child's development particularly when they join the setting to enable progress to be clearly identified

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

Sensible measures help to safeguard children. Staff demonstrate a good awareness of their safeguarding role and the action they would take if concerned about a child in their care. Appropriate policies support their practice. A comprehensive risk assessment is in place and daily safety checks also help to ensure each area is safe and well managed. Robust vetting and recruiting procedures ensure the suitability of staff to work with children. Fire drills undertaken regularly ensure the premises can be swiftly evacuated in an emergency. Staff supervise sensitively enabling young children to learn to behave safely as they undertake their activities and daily routines.

Excellent use is made of all the available space both indoors and out, providing the children with an attractive age appropriate play and learning environments. Babies and young children rest on sleep mats or in travel cots with fresh clean bedding. The premises are clean and well maintained. Staff ensure rooms are attractively decorated displaying children's work. Toys and equipment are age appropriate, well maintained and can be easily accessed by the children, encouraging their interest and independence. Children access books easily and they are displayed to support the children's learning and interests.

Staff work well together as a motivated team and are committed to providing the best possible service to children and their families. The majority of staff hold early years qualification or teaching certificates and undertake training opportunities to ensure their knowledge and skills are updated. The comprehensive range of policies in place fully support the running of the nursery and help to ensure children's welfare and safety is effectively promoted. The setting has reflected on its service and the manager clearly identifies accurately strengths and areas for further development.

The setting welcomes support from Early Years Advisory team and welcomes training opportunities relevant to the staff and settings needs. Links are in place with schools the children move onto and teachers regularly visit before the children move onto their new school. The development records are shared to help promote a sensitive transition. Regular inset days provide opportunities for the staff to undertake training activities as a team to develop their skills knowledge and practice.

Children have access to a variety of resources, which reflect diversity and acknowledge cultural differences. However, whilst staff do discuss and collect words children know in their native language, less is done to identify other familiar activities such as traditions, songs, rhymes or stories. A positive equality and diversity policy outlines a commitment to promoting inclusive practice at the nursery, ensuring all children can achieve as well as they can regardless of their background.

Many parents speak very positively of the service offered. They value the warm caring relationships the staff develop with their children, most feel well informed of their child's progress and that the staff are always helpful and approachable. Parents are invited to discuss their child's progress and view their learning journals each term. Daily record sheets enable parents of the youngest children to be aware of the activities their child has had access to and the amount of sleep and variety of food they have eaten. Attractive notice boards provide parents with general information and also the weekly menu ensuring they are well informed.

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

Children settle quickly and confidently into this busy happy environment. They respond well to the excellent familiar daily routine which helps them to feel secure and confident. They know what happens next and they learn the expectations of behaviour, this enables them to develop their independence and confidence. Children demonstrate good manners as they undertake their activities and daily routines. For example, mealtimes and snack times are considered as valuable social occasions where the children sit together to share and enjoy their food. An adult always sits with the children setting an example and ensuring mealtimes are happy social occasions.

Children have excellent opportunities to develop an awareness of a healthy lifestyle. They play outdoors in the fresh air everyday undertaking a range of activities which encourage their physical skills well. They learn to throw and kick balls, roll hoops, run, jump, climb, and use wheeled toys. However, the babies do not always have appropriate opportunities to benefit from the outdoor activities with sufficient support. Children clearly benefit from the fresh air and physical activity as they eat well and settle easily and quickly at rest times. Because these basic needs are met well the children are happy and interested in all that is available to them. Children enjoy freshly cooked nutritious dinners each day; have easy access to drinks of water and healthy snacks of fruit and plain biscuits. Children demonstrate increasing awareness of how to keep themselves safe. They learn how to evacuate the premises quickly and calmly, they use the stairs carefully and respond positively to adults gentle reminders of safe behaviours. Activities and stories increase children's awareness of safe behaviours. They use equipment carefully and with developing confidence and skill.

Children demonstrate a strong desire to join in and participate in the activities around them. They are enthusiastic, curious and interested. Staff encourage them to show consideration for others as they play games and learn to share and take turns to use resources. Children demonstrate increasing independence as they learn to make choices and take care of their own individual needs. This independence helps to build confidence and self esteem. For example, young children learn to put on and take off their own shoes and coats.

Older children demonstrate emergent writing skills as they use pencils and crayons to draw and many recognise and have started to write their own names. They make marks with water in the garden and enjoy many painting opportunities. Easily accessible books in all rooms and are used to support displays and children's learning. Children enjoy listening to stories. Displays around the setting indicate children develop their understanding and knowledge further through activities which relate to the stories. For example, the children experiment making ladders to enable the mouse to reach the strawberries in the display; photographs illustrate the children's success at this problem solving activity. Children learn about position, pattern, size and shape as they play with a variety of resources, such as shape sorters, construction toys, threading and collage work. They count as they play and sing and numbers are displayed in the classrooms.

Children learn about the natural world as they grow orange, apple and pear pips in the classroom. They make pumpkin soup and talk about the ingredients they help to chop to make the soup. Tasting the soup is another experience for the senses as they all have a small sample to taste. The adults encourage language development well as they listen attentively, respond, question and comment. Consequently the children demonstrate good language skills as they ask questions and show their curiosity in what is happening around them. Children enjoy music sessions where they participate in actions songs and use musical instruments to attempt to tap out the beat. They sing enthusiastically memorising the words developing language and memory skills.

Staff maintain records of the children's progress and these are shared termly with parents. These records indicate the progress the children are making in the setting, include observations and photographs to help illustrate the experiences the children undertake. However, valuable information from parents about children's development and routines is not recorded and so there is limited evidence of children's starting points when considering the progress they are making.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	2

### 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>	2
The extent to which children achieve and enjoy their learning	2
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	2

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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

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