

# Abinger Common Nursery

Inspection report for early years provision

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**Unique reference number** 122678  
**Inspection date** 12/01/2011  
**Inspector** Teresa Elkington

**Setting address** The Evelyn Hall, Abinger Lane, Abinger Common, Dorking,  
Surrey, RH5 6HZ

**Telephone number** 07968657316

**Email**

**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).

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## Description of the setting

Abinger Common Nursery has been registered since 2000. It is managed by a committee and operates from The Evelyn Hall, Abinger Common, Surrey. Children have access to a hall and toilets and hand washing facilities. There is a fully enclosed garden available for outside play. The nursery is set within a rural village and serves the local area and surrounding towns. A maximum of 18 children may attend the nursery at any one time. The nursery is open during term time, Monday to Friday, from 8.45am to 12.15pm. The nursery offers extended sessions on Monday, Tuesday and Thursday afternoons which operate until 2.45pm and includes a lunch club.

The provision is registered on the Early Years Register. There are currently 34 children aged from two to four years on roll. This includes three and four year old children who receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language. A team of seven staff work with the children. Of these, three hold recognised early years qualifications. A further two staff members are currently working towards a qualification. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting works with a sound understanding of the individual needs of children, which helps to ensure that their learning and welfare needs are mostly given appropriate attention. Children are engaged in a good balance of interesting and stimulating activities within a child friendly setting, although they have no opportunity to self select equipment. The setting has a strong community ethos; they embrace a partnership approach with both parents and others, ensuring that children are fully supported. Adequate self evaluation systems are in place, although some requirements which impact on the welfare of the children have been overlooked. The capacity for continuous improvement is satisfactory.

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

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

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and welfare) 19/01/2011
- conduct periodic risk assessments of the premises and equipment and take all reasonable steps to minimise hazards (Suitable premises) 25/01/2011

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

- organise the book corner to encourage children's interest in the use of books and other reading matter
- enable children to gain independence by offering the opportunity to self select some equipment
- ensure that children's next steps for learning are being clearly identified and used for future planning .

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

Children are safeguarded; staff show a clear knowledge of the possible signs and symptoms of abuse. A safeguarding policy is in place which is available to parents and provides clear direction to staff as to the procedures to be taken in the event of any concerns being raised. An effective recruitment procedure is in place. As a result all staff are vetted for suitability to ensure the interests of the children are protected. Visitors are monitored and sign in with identification checks being made at the entrance to the setting. Staff undertake daily visual checks of the premises both inside and out, however, the lack of risk assessments has not clearly identified potential hazards to the children, which compromises their safety and well-being. Most of the required documentation is in place, however, permission for the seeking of emergency medical treatment or advice has not been requested from parents. Children's attendance and accident records are well maintained and clear procedures are in place for the collection of children by nominated persons.

The systems in place for self-evaluation are satisfactory. Parents are included in this process where their opinions are sought through the use of periodic questionnaires and a suggestion box. Staff regularly meet to discuss new ideas and evaluate their practice to continually improve the standard of care and education for all the children. There are targeted plans for the future and current development of the setting; as a result children now enjoy a renovated garden area. An effective appraisal and training programme is in place providing many opportunities for the staffing team to develop their professional status.

The setting has a wide range of suitable resources which are set up each day by the staffing team before the arrival of the children. This provides limited opportunities for children to make decisions for themselves as to what they wish to have out. The play area both inside and out provides children with plenty of space and staff use the space available to appropriately plan for different areas of learning. The nursery welcomes all children and is able to support children with special educational needs and/or disabilities and those who are learning English as an additional language. Staff use a good range of positive images and resources within activities and around the setting to enable children to learn about differences and respect for each other's cultures and traditions. Practitioners are effectively deployed so that children have good individual interaction and are fully supported in their play and learning.

Partnership with parents is good. Staff make themselves available so that parents can talk about their child's progress and contribute to their children's assessment records through joint periodic reviews. Parents are encouraged to take an active part in nursery life, for example, volunteering for the committee, fund raising, offering their services on the parent rota. Special days are organised to ensure that all family members can play an active part in their children's learning through dad and grand parent days. Continuity of care is further enhanced by the close relationships that have been forged between the local school to support the transition from nursery life to full time education. Parents speak positively of their children's experiences at the setting, and comment on their children being happy and settled within the welcoming environment, and that staff are friendly and very approachable.

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

Children make sound progress towards the early learning goals. The setting gathers a range of information about children as they begin their journey into nursery, which provides a basis for key persons to ascertain their starting points and develop a programme of activities in support of their developmental progress. The use of learning profiles allows staff to observe and assess children's individual progress and reflects children's achievements and next steps. However, the systems for providing planned activities stemming from the information gleaned by ongoing individual assessment has scope for further development, to ensure planning reflects children's individual needs.

Children are very relaxed and familiar in the setting. They arrive and settle quickly, happily leaving their parents in readiness to follow the routines of their day. Emotional relationships are formed with key workers which helps children to feel settled and assured. This is enhanced as stability of staff is a strength of the setting, enabling children to receive care from familiar adults. Consequently, children form trusting relationships with all staff as they initiate conversations and chat confidently about their experiences. Independence is generally encouraged, however, the organisation of resources does not allow children to be full and active participants in their learning.

Children are confident, friendly, develop good social skills and make friendships. Consequently their behaviour is good. They demonstrate a positive attitude to each other as they share ideas and resources and include each other in their play. They show co-operation and a willingness to participate and provide help to each other. For example, children are actively encouraged to help new members to the nursery learn about routines as they provide guidance and support at snack time. Children have good opportunities to learn to respect diversity by celebrating festivals from different cultural traditions as well as their own. They are provided with a sense of belonging; their pictures are displayed on walls on completion and then take home to share with family members. They are helped to become prominent young members of the local community as they visit the church, local school and enjoy

walks around the village and nearby woodland.

Children develop a keen understanding of the importance of good health. They enjoy a range of healthy fruit options at snack time and they receive daily fresh air and exercise in the newly renovated out door play area. They actively discuss and participate in activities, reflecting on the importance of maintaining good health within their daily lives. For example; children make giant tooth brushes and toothpaste tubes, where opportunities are taken for children and staff to talk about the importance of looking after their teeth, with children recalling their own experiences when they visit the dentist. Children develop good personal hygiene routines as they independently wash their hands prior to eating their snacks and also after visiting the toilet. Children respond to their bodily needs well, for example, they help themselves to drinking water when they are thirsty. They enjoy many opportunities for developing the use of the large and small muscle movements through a range of activities both inside and out. For example, they show care as they ride and manoeuvre wheeled toys and as they use a range small tools to cut and shape the modelling dough.

Children enjoy a varied programme of activities which provides support in developing their skills for the future. They enjoy making marks on paper and some children spontaneously write their names on their pieces of work showing good control as they form their letters. They use letter stamps and magnetic letters, which helps them to use and associate letters to words familiar to themselves. They enjoy listening to stories and recalling past events in their lives at 'circle time'. Children have access to a variety of books, however, the organisation of the book corner does encourage the use of books and other reading matter. They enjoy being creative and love painting, as they mix colours to discover what happens and what other colours they can make. Changing role play areas provide opportunities for children to act out familiar scenarios in their own lives and explore their own imaginations. Children show skill and perseverance as they use computers and other technological equipment.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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