

# Ferndale Nursery

Inspection report for early years provision

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**Unique reference number**

122517

**Inspection date**

27/01/2011

**Inspector**

Kerry Iden

**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.

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## Description of the setting

Ferndale Nursery was established in January 1996. It operates from within St. Martin' scout hall in Epsom, Surrey and serves mainly the local area. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children between two and eight years may attend the setting at any one time. There are currently 41 children on roll, of whom 27 are in receipt of educational funding. The provision supports children with special educational needs.

The provision is open Monday to Friday term time only from 9am to 12pm with afternoon sessions operating from 12:30pm to 2:30pm Monday, Tuesday and Thursday, term time only. The pre-school employs six members of staff, all of whom, including the provider hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provider and staff are working very well as a strong team and show a commitment to making ongoing improvements within the setting. All recommendations raised at the last inspection have been addressed although some systems for planning and observations are still not fully secure. Staff's knowledge of children supports their learning and welfare. Through team working and vision for the future the setting demonstrates the capacity to make continuous improvements within the setting.

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

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

- ensure regular, effective observations are completed and used to identify the next steps in children's learning. Use these to plan activities and experiences to reflect the children's individual needs and share these with parents to enable them to support their child's learning. (Organisation) 31/03/2011

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

- further develop opportunities for children to become independent through routine times in the day.

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

Children are safeguarded effectively because staff have an understanding of child protection procedures and a designated staff member and the provider act as the designated persons taking overall responsibility in this area. The setting is secured through the times of operation and strict collection arrangements at the end of session ensure a safe hand over to parents. Children are encouraged to keep themselves safe through play without being fearful. Through detailed risk assessment, daily and weekly checks completed by the staff member responsible for all health and safety aspects of the setting, ensures the setting and equipment is safe and suitable to use.

Leaders and staff work collectively as a strong team with each staff member taking specific responsibilities in different areas within the nursery. Reflection and critical analysis of their work is made by all staff through discussion and evaluation. The use of the Ofsted self evaluation form has enabled the staff to ensure they are evaluating all aspects of their work. Additionally the setting value feedback from outside agencies and implement suggestions within the setting. The leader and staff have realistic targets for improvements and by using focused improvement plans they are monitoring the success of these and the impact on children, demonstrating the capacity to drive improvement within the setting and improve outcomes for children.

The deployment of resources within the setting encourages children to become independent learners; they make choices about their play from resources that are well prepared prior to their arrival and which promote all areas of learning. The success of team work amongst the staff supports children's learning as staff move around the setting effectively. Recent improvements to storage within the setting allow children to make more choices as they access resource trolleys for additional items of equipment. Resources are fit for purpose and support children's learning. Staff's reflection of children's play has recently been used to develop equipment further. For example, to encourage boys to use role play areas and reading materials the staff have introduced super hero costumes and are developing magazines and reading material.

The staff are establishing good links with parents to enable them to gain an awareness of each child's background and individual needs. Children gain an awareness and respect of others through resources and activities that are organised within the setting. Children are challenged given their own capabilities as staff use their knowledge of children to extend their thinking. Adults identify a child's needs for additional support as early as possible; they share information with colleagues and parents and where appropriate with interagency teams to ensure that each child gets the support they need. This partnership working has also been extended through liaison with other settings children attend as leaders invite other settings to share information about children's development. Home school books are also used to transfer information back to parents when not seen in the setting. Parents report positively on the setting, all are reassured by the strong approachable team within the nursery and feel able to make their own

contributions about the setting. Newsletters keep the parents informed of general information and the home school books offer parents some detail about their child's time in the setting.

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

Children enter the setting, which has been well prepared for their arrival. They happily separate from their parents and set about making independent choices about their play although their independence is not fully promoted at some routine times through the day. Children work well independently and in small groups and come together as a whole group through different times in the session. They are well occupied and move around the setting with direction and purpose. They are able to focus on what they are doing which successfully results in well behaved children. Staff members use spontaneous, child led opportunities to extend children's play and offer them further challenge. For example, as children enjoy recounting the story of the three little pigs they use their mark making skills to write their stories; older and more able children successfully copy key words for their story, developing their emergent writing skills well. Likewise through a spontaneous investigation of sand using magnifying glasses staff encourage children to report their findings, adding items to develop further interest and adding to their vocabulary as they discuss creatures being camouflaged by the sand. Staff use good quality open ended questions to challenge the children and demonstrate they have a good understanding of their key children and areas where they are helping them develop. Planning and assessment arrangements are in place although these are not secure systems and do not include systematic observations of the children to ensure planning is tailored towards each child's development.

Children are, and feel safe within the setting. Most demonstrate high levels of confidence and interaction between the staff and children is good. Children know what is expected of them and can demonstrate a clear understanding of how to stay safe with and without adult prompts. For example, children comment on the sharpness of scissors at the writing table and as they build with the large wooden blocks outside they are encouraged to assess the safety of their structures before they balance on them. Inside the setting children know not to have items in their hands as they climb the climbing frame and use the slide and pass bags and objects to a staff member to hold. Children understand the reasons for adopting good personal hygiene and wash hands in the bathroom before snack time. Snack time is used as a sociable occasion where staff promote children's awareness of each other as they ask children to pass the fruit plate on to a named child. Snacks are varied and promote healthy eating with milk or water to drink, although children can access water throughout the session. The staff promote the use of the small outside area as an extension of inside, they add additional resources such as sheet music to the large selection of musical instruments and introduce children to beats and rhythms.

Through resources and the staff's knowledge the children are developing well in

their skills for the future, in particular in communication, language and literacy. Children are encouraged to re-tell stories using pictures and some children identify some words. Emergent writing is actively promoted and children demonstrate a good awareness of the formation of many letters. Children's knowledge of numbers, colours and shapes are used in discussion through the session and times such as group singing time, children are encouraged to calculate different numbers together. Children behave very well throughout the session as they are busy and well occupied. Staff members manage children's behaviour very well giving children many opportunities to become actively involved in group work encouraging all children to make a positive contribution to the setting.

## 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	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	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	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

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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