

Briars Nursery

Inspection report for early years provision

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17/03/2011

Inspector

Debbie Newbury

Setting address

The Briars Centre, Briar Avenue, Lightwater, Surrey, GU18 5YY

Telephone number

01276 474976 (Tue to Fri 9am to 12pm)

Email

01276 65616 (owner's home number)

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

The Briars Nursery registered in 1994. It is one of two privately owned settings and operates from the Briars centre in Lightwater in Surrey. Children have use of the hall and an enclosed outside play area; use is also made of the adjacent play park. There are suitable toilet and kitchen facilities available. The nursery opens during school term-time from 9am to 12.15pm Monday to Friday and operates a daily lunch club every day apart from Thursdays until 1.15pm. The nursery serves families from the local community and further afield and children attend for a variety of sessions.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend the nursery at any one time. There are currently 38 children aged from two years to four years on roll. The nursery is in receipt of funding for the provision of free early education to children aged three and four. It supports children with special educational needs and/or disabilities and children who speak and hear English as an additional language.

There are seven members of staff; of these, two hold an early years qualification to level four and four have a level three. The nursery receives support from the Early Years and Childcare Service and a member of nursery staff with Early Years Professional Status, who works at the Briars sister nursery.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

There is a warm and friendly atmosphere at this nursery, characterised by happy children and staff who clearly enjoy working with them. Children feel very safe and secure and make good progress in their learning. They have their individual welfare needs met and the nursery successfully meets most aspects of inclusion. Documentation is mostly maintained very well. The nursery's capacity to maintain continuous improvement is good because there is a culture of reflective practice.

What steps need to be taken to improve provision further?

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

- update further the record of risk assessment to reflect any assessments of risks for any outings undertaken with children
- develop further arrangements to value linguistic diversity, for example by use of labelling in the home languages of all children attending the nursery and providing opportunities for them to develop and use their home language in

their play and learning.

The effectiveness of leadership and management of the early years provision

High regard is given to ensuring all levels of management and staff have a good understanding of issues relating to safeguarding. This is achieved through training and ensuring there is easy access to relevant and up-to-date information about child protection, to guide them in the procedures to follow if they have any concerns about a child's well-being. Systems for recruitment, vetting and assessing ongoing suitability of staff are robust. All required documentation is in place; although, the nursery's record of risk assessment does not include routine outings to the park. Nevertheless, staff undertake a visual check of this environment before taking children there to ensure there are no hazards.

Strong leadership and management, coupled with the positive attitude of staff and their commitment to ensuring all children have an enjoyable experience and receive good quality care and education, underpins the overall organisation of the nursery. Sessions flow really well. Staff deployment is good and everyone has a sound understanding of their allocated roles and responsibilities. The premises have to be set up and cleared away on a daily basis; the staff team work hard to create an inviting environment, which is well resourced and ready for the children's arrival. They ensure play materials are easily accessible, so that children can make their own choices about what they do and are supported in becoming independent. There is a culture of ongoing reflective practice and self-evaluation evident at this nursery, which has ensured they are aware of their strengths. The management have identified priorities for development through discussions with staff, seeking the opinions of parents, attending training courses and acting upon the input from other professionals.

Children freely explore resources that depict positive images of social diversity and have opportunities to learn about different traditions, festivals and celebrations. Important information is gathered about children's individual needs and staff strive to meet these. However, for children with English as an additional language, their home languages are not reflected in the environment around them. This also means that opportunities for other children to share in each others similarities and differences are missed.

Parents speak very positively about the nursery and feel well informed about their children's learning. They find staff are very friendly and welcoming and believe their views are taken into account. Ongoing verbal and written communication, together with information displayed, ensure an effective two-way flow of information. Children's development records are sent home each term and key persons complete a report commenting on children's achievements and their next steps in learning. Parents are encouraged to formally feedback their response to this and share their knowledge about their children and the things that interest them at home; this information is used to assist with future planning. The nursery works closely with other professionals or agencies supporting children to ensure a cohesive approach to their care, learning and any extended support. Good systems

are evolving to promote partnership working with practitioners from any other childcare settings.

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

Children enjoy their time at nursery. They remain well occupied and fully involved in the different activities and resources offered, which supports their development across all areas of learning and enables them to gain important skills for the future. Staff provide a good balance of adult-planned activities and child-initiated learning through continuous provision; this allows children to follow their interests. Staff support and facilitate children's play and extend their thinking by offering encouragement, clarifying ideas and asking open-ended questions. Observation, planning and assessment systems are effective, which means that each child's individual learning needs are identified and planned for by their key person. Children get on well with one another and play cooperatively. They are encouraged to be independent and persevere to complete tasks by themselves, for example, putting on their coats when they decide to go outside to play. They show confidence with numbers; they enjoy hunting out different numeral cards at the suggestion of a member of staff, proudly presenting them with the correct card. Use of number rhymes and songs, sharing books about numbers and exploring the varied range of problem-solving resources available, all help children to develop their skills further. Children are confident communicators and chat freely with staff and one another. They recognise their written name and have many opportunities to explore mark-making, both indoors and outside. However, there is a lack of consistency across the staff team, when encouraging children to have a go at labelling their own work. Children absolutely love playing with the large wooden blocks and use these to design and build different structures, such as a pirate ship, which then becomes the stage for their imaginative play. They enjoy exploring different art and craft materials and use these to explore creativity and express their own ideas. Children are able to choose whether to play indoors or outside; many prefer being outside, where they can explore resources that have regard for each area of learning. They develop their gross motor skills as they investigate the different apparatus provided and are challenged further as they explore the larger play equipment in the nearby play park.

Children stay healthy because the nursery implements positive measures to ensure good standards of hygiene, limiting the potential for the spread of infection. They show sound understanding of the importance of washing their hands and the reasons for doing this, as well as the need to fetch tissues to wipe their nose. The nursery's snack bar regime is working well and children are offered a choice of healthy food items. They use knives to butter crackers and pour their own drinks, developing their control and co-ordination. Children enjoy sitting and chatting with staff and their friends, helping to foster social interaction and build on children's already good communication skills.

Children display a good understanding of how to keep themselves and others safe; for instance, they confidently explain to one another about the need to be careful

when they balance on planks of wood because they are wobbly. Staff supervise children carefully but allow them to take some risks in their play, whilst offering clear explanations to further promote their safety awareness; for example, children explore descending the slide in different ways and are helped to understand the need to wait before coming down if another child is still sitting at the bottom.

Staff fully support children's emotional wellbeing. They are kind, caring and provide lots of cuddles and reassurance when necessary; for instance, with new children who are still settling. Children's self-esteem and confidence is fostered effectively through lots of praise and encouragement. They are helped to take turns and share resources, which promotes children's developing understanding of the need to respect one another.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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