

# Epsom Methodist Nursery

Inspection report for early years provision

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**Unique reference number** 122504  
**Inspection date** 29/06/2011  
**Inspector** Teresa Elkington

**Setting address** Epsom Methodist Church, Ashley Road, Epsom, Surrey,  
KT18 5AQ  
**Telephone number** 01372 727915  
**Email** emcnursery@hotmail.co.uk  
**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**

Epsom Methodist Nursery has been established since 1999. It operates from Epsom Methodist Church in Epsom, Surrey. The premises consist of a large hall, one room, kitchen and toilets. All children have access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 32 children from two years to under eight years may attend the nursery at any one time. The nursery is open Monday, Tuesday, Wednesday, Thursday and Friday from 9.15am to 12.15pm during term time only. There are currently 38 children in the early years age group on roll. This includes three- and four-year-old children who receive funding for free nursery education. The pre-school supports children with special educational needs and/or disabilities and children who learn English as an additional language. A team of five staff work with the children, all of whom hold recognised early years qualifications. The nursery receives support from the early years childcare partnership.

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

Overall the quality of the provision is outstanding.

The setting offers the children and families an exceptional level of high quality care and learning. Children play, learn and develop in a highly stimulating, child centred environment where the uniqueness of each child is fully understood and their individual needs catered for. Due to the ethos of the setting working constructively and cohesively, partnerships with parents and others are exceptional, overall. The whole staffing team is highly committed towards driving improvement. Excellent plans are in place to secure the priorities for future development, to maintain and enhance the positive outcomes for children.

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

To further improve the high quality early years provision the registered person should consider:

- building on and extending the two-way flow of information provided for parents to enhance the equal partnership approach to learning.

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

Children are exceptionally well protected due to the knowledgeable staff team. They have an acute awareness of the procedures to follow in the event of having concerns about a child, which is supported through their attendance at child

protection training. Rigorous recruitment, vetting and induction procedures help to ensure that children are fully protected. Children enjoy warm and caring support from all staff and explore their play environment as all parts of the setting are effectively risk assessed to reduce any potential hazards. High priority is placed on children's good health and well-being which is fully supported by the staffing team being fully aware of the relevant procedures. For example, comprehensive records are kept of all accidental injury within the setting.

Exceptionally clear vision and leadership from the manager of the setting, and intense focus on the development of the nursery contribute to very positive outcomes for children. All staff have an exceptional passion, dedication and enthusiasm for their roles, enabling them to provide extremely high quality care and a stimulating learning environment. Every staff member, parent and child have the opportunity to take part in the self-evaluation of the setting. Responses are effectively evaluated and inform the setting's plans for the future to ensure that any issues raised are addressed. High emphasis is placed on the development of the staffing team. Annual appraisals are undertaken which enables training to be tailored to meet the personal and professional needs of staff members, as well as benefiting the nursery as a whole.

Children are fully supported, encouraged and challenged throughout their day because staff members are exceptionally well deployed at all times. Staff work efficiently as a team which benefits the children and enables the staff to have a sense of ownership. Resources are available throughout the setting from open and easily accessible storage, and the excellent organisation of the learning areas promotes independence exceptionally well. Children are encouraged to make their own choices and initiate their own choice of play. The setting is fully committed to promoting equality of opportunity and work tirelessly to ensure children's individual needs are fully recognised and met. Staff ensure that all children are fully integrated and are able to support children with special education needs and/or disabilities very well. As a result of the highly effective and efficient partnerships with professionals and robust monitoring and assessment, staff know children well and provide a fully inclusive and tailored experience for each individual child.

Partnerships with parents are exemplary, overall. Parents are fully engaged in the work of the setting, which is reflected in the exceptionally high volume of feedback received at the inspection, highlighting their overwhelming delight and praise for the setting. Parents receive an abundance of information about the setting and have regular newsletters and memos to ensure that they are kept fully informed of events. The setting provides parents with interactive sessions to enable them to gain an understanding of how children learn and develop through play. Home links are provided for all parents to enable them to become equal partners in their children's learning and provide consistently throughout. Ongoing dialogue between parents and key persons fully enhances a cohesive approach to agreeing targets for children's ongoing development. The setting has very good links with others providing care for children in the early years age range which enables a secure foundation to build upon children's developmental progress.

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

Outcomes for children are exceptionally well met as staff are highly efficient in providing a bright, safe, stimulating, child orientated environment. Consequently, children can freely explore and initiate their play and learning. Due to the staff's thorough understanding of the Early Years Foundation Stage framework and their knowledge of child development, all children are able to develop at a pace that is fully supportive of their individual needs, interests and desires. Very well established systems for assessing children's individual progress are used effectively by staff and the arrangements for gathering information about children's starting points are secure. Planning for each child is individualised and is informed from their plans for their next steps, which in turn is evaluated to enable children's next steps to be fully achieved.

Children are making great progress in their learning and development. They readily talk about experiences with confidence and they show excellent skills in literacy. Countless opportunities are provided for them to practise such skills; they independently access the graphics area labelling their work and accessing a range of good quality reading matter. This is further supported through the use of the library scheme and story sacks which children borrow to take home. Children are competent on the computer and independently manage simple games. The environment is very enabling as children are able to access provisions which allows them to develop their own play experiences, enabling them to truly flourish with their ideas. For example, the use of different sized wooden blocks stimulates children's creative and design skills as they work together to make vast constructions. Mathematical skills are fully enhanced. For example, innovative use of simple materials such as gutters enables children to experiment with the flow of water to transport objects. All children enjoy time in the garden where they explore many natural elements of sand, water, large stones and touching delicate flowers to find hidden bugs, which they explore through the use of bug pots.

Children show independence as they spontaneously attend to their own personal care needs. For example, they readily put on hats and understand the need to protect themselves from the sun. They enjoy a 'rolling' snack bar where they make choices as to when and what they eat, making their selection from a range of healthy food options which they prepare and select for themselves. Children's understanding of keeping themselves and others safe is evident as they are able to carry and use tools such as scissors appropriately. Children are exceptionally well behaved and are developing respectful attitudes to one another as have a great understanding of individual characteristics. Children's sense of belonging is fully embraced as their creative masterpieces are clearly displayed for all to see and celebrate. Their awareness of their immediate community and wider world is fully supported through well planned activities and visitors to the settings. Children flourish in an environment where they are fully supported by highly skilled staffing team and thrive as they thoroughly enjoy their play and learning.

## 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

The quality of the provision in the Early Years Foundation Stage	1
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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

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