

Cranleigh Nursery School

Inspection report for early years provision

Unique reference number 120002
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Inspector Liz Burrows

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Type of setting Childcare - Non-Domestic

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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*.

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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

Cranleigh Nursery School is a long established day care setting and was registered in 1992. It operates from purpose built accommodation in the grounds of the owner's home, located on the outskirts of Cranleigh, Surrey. Facilities include three main rooms. Children have access to secure enclosed outdoor play areas. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register for a total of 26 children, all of whom may be in the early years age range. Currently there are 20 children on roll aged from two years to four years. The nursery is funded to provide free early education to children aged three and four years. The nursery is open each weekday: Mondays and Thursdays from 9am to 1pm, and Tuesdays, Wednesdays and Fridays from 9.00am to 12.30pm. It is open during school term times. The nursery caters for children from the local and surrounding area. The nursery supports children learning English as an additional language and those with special educational needs and/or disabilities. There are six members of staff, three of whom, including the manager, hold appropriate early years qualifications. Two members of staff hold qualified teacher status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Within this calm, nurturing, child centred environment the children flourish and make good progress. The staff provide environments which help children to settle quickly and which support their learning and development exceedingly well overall. Staff have outstanding knowledge of the uniqueness of each child in their care, using it most effectively to meet all children's individual needs. The nursery provides a range of enriching opportunities that enable the children to explore and investigate, developing their independence and confidence to a high level. The exceptional partnership with parents and carers is a significant strength of the nursery. Staff have addressed all recommendations from the previous inspection and generally reflect well on their practice, so are able to continue to sustain improvement at a good level.

What steps need to be taken to improve provision further?

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

- improve evaluation further by making full use of systems that help staff in analysing the strengths and weaknesses of the nursery in order to further drive improvement
- provide children with more opportunities to engage in the use of information and communication technology to support their skills for the future.

The effectiveness of leadership and management of the early years provision

The staff have a comprehensive knowledge of safeguarding procedures and have attended relevant training. Written policy underpins the meticulous staff practice which enables the children to be safe and feel secure. Highly effective systems are in place for risk assessments which are carried on a regular basis. Systematic and rigorous recruitment and vetting procedures are embedded in management practice which means all children to be cared for by a professional team. Children's individual needs and interests are extremely skilfully identified, which supports the good progress that all children make with their learning and development, including those with additional needs. The staff use observations of the children effectively to inform the planning schedule for the next day or week, so that the children's interests and needs are incorporated. The nursery takes a generally positive approach to review and self reflection. They identify areas for improvement accurately and act on these. Exciting improvements have been made in the outdoors with the development of a safe base for the climbing frame, as well as constantly renewing and updating resources. Sometimes, however, they do not use all evaluation systems for measuring impact of their processes effectively. The management team succeeds in enthusing the staff, who are eager to help children do the best they can. Effective systems are in place for continuing professional development for all the staff, who attend a range of well chosen training, demonstrating their commitment towards gaining further expertise and knowledge.

The nursery provides enriching and stimulating learning experiences both inside and out. They use a wide range of high quality resources and equipment and have stimulating outdoor spaces for children to explore. The three rooms are set up to allow for a range of learning styles, enabling children to independently make their own choices. This choice works extremely well alongside excellent adult led activities, which included a book, circle and discussion time. The children participate eagerly during the small group time discussing their holidays, modes of transport and their families. The staff are deployed extremely well. They play alongside the children and extend the learning most effectively, such as during discussions about fruit and the excitement of picking sweetpeas.

Staff promote equality and diversity exceptionally well within all aspects of learning and development. Children learning English as an additional language are supported extremely well. Children show excellent understanding of each other's needs and the differences within their everyday experiences and opportunities, especially when discussing their likes and dislikes of fruit and the different sizes of their families. They are continually encouraged to look after each other, demonstrated when they walk to the wash area or as they support each other in the garden area.

Partnerships with the wider community are good. A strong link with elements of the local community is evident, with the neighbouring locality using the premises for meetings and frequent discussions and liaising with local businesses and schools. A commitment is made by the nursery to UNICEF as an international link. Other professionals are invited into the nursery to share information with the children, such as dentists and doctors, or to support children, such as the speech therapist. Partnerships with parents and carers are highly effective. For example,

the nursery and parents have developed a Parent Link group that meet regularly to discuss a variety of items, such as up and coming events, concerns, issues and improvements. It is highly successful venture. Parents value the excellent two way communication it provides. Staff have evolved most effective 'meet and greet' system, so that all parents and carers are spoken to as the children enter the nursery and at the end of a session, in order to share information. Communication with the home and involvement with the nursery is excellent, through using a variety of methods, such as informative newsletters, 'Dads' Saturdays', termly formal meetings to discuss each child, notice boards and booklets.

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

Children are extremely confident within the nursery and have a strong sense of security. They demonstrate that they understand their environment, settling quickly and becoming actively involved and engaged on arrival. They freely share their ideas and thoughts while playing with the staff, asking them to join in their play. They chat about their holidays, discuss the use of oven gloves and the role they are playing. Staff are extremely good at picking up on opportunities to help children learn how to keep themselves safe. The children show excellent understanding of how to conduct themselves when moving between rooms and the different outdoor spaces. Staff listen to the children and follow their needs and interests extremely well. The children's physical needs are met; for example, by caring for new children, tending, minor injuries and providing specific resources that the children request.

Children show their developing awareness of healthy foods and their excellent hygiene procedures through the wealth of opportunities that occur during the session. They carefully explore fruit and vegetables within the garden, digging up carrots and talking about apples and quinces. They carry these experiences into their pretend play with wooden fruit and vegetables. Snack time is a valuable social time where a 'milk monitor' is selected to fill small glass milk bottles with the chosen water or milk and then given out. Children thoroughly enjoy taking on such responsibilities. Children sit with the staff, discussing their fruit and vegetable snacks, as well as developing their bonds with a special person and relationships with other children. Children showed meticulous skills and understanding in their personal hygiene routines, hand washing and tidying away.

Children are enthusiastic, motivated and happy in this enriching environment. Each child's interests and needs are valued and respected. They are able to explore and investigate through their own play, becoming independent, active learners, alongside a well organised and structured programme of learning led by the staff. The children use and develop their mathematical vocabulary and number skills during daily routines, play and small group work. They enjoy sharing and reading books with each other and the staff. Their knowledge and understanding of the world is continually extended and challenged.. The children's communication skills are excellent. They enhance their letter sounds and word recognition skills. Staff show excellent interaction and intervention skills developing children's understanding of a range of areas, such as capacity, addition and weight. Children were very able at managing their footwear and putting on dressing up clothes..

They are developing and using excellent skills for their future learning and life. However there are missed opportunities for children to freely access resources to develop their information and communication technology (ICT) skills. All staff model excellent attitudes and behaviour, which helps children to be extremely well behaved, use good manners and show respect for all. The children work and play extremely well either together or independently. The children have an extremely good understanding of the expectation of the sessions, showing efficient and quick tidying up, excellent listening skills and following instructions impeccably.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	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

Outcomes for children in the Early Years Foundation Stage	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	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