

# Farthings Nursery School

Inspection report for early years provision

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**Unique reference number**

EY277711

**Inspection date**

11/11/2011

**Inspector**

Carly Reigler

**Setting address**

Ottershaw Memorial Fields, Foxhills Road, Ottershaw,  
Chertsey, Surrey, KT16 0NQ

**Telephone number**

07966 262696

**Email**

**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*.

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**

Farthings Nursery School is privately owned and managed. It opened in 1993 and moved to its present premises in 2004. It operates from a single storey building in the grounds of Ottershaw Memorial fields, close to Ottershaw and Addlestone in Surrey. The nursery serves children and families from the village and surrounding areas. Children have exclusive use of a large play room and an additional room for indoor physical play activities. There is also an enclosed outside play area available for children's use. The nursery operates each weekday during term time and is open from 9.15am until 11.45am with an extended hour until 12.45pm for three- and four-year-olds.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the nursery at any one time. There are currently 40 children in the early years age range on roll. The nursery receives funding to provide free early education for children aged three and four years. The owner/manager, who works with the children, is a qualified teacher. She employs four staff of whom three hold an early years qualification at level 3. The nursery receives support from the Local Authority.

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

Overall the quality of the provision is outstanding.

Extremely robust arrangements ensure that all adults working with children have undergone suitable vetting procedures. Staff members have a comprehensive knowledge and exceptionally good understanding of child protection issues and safeguarding procedures. Most resources are highly effectively deployed so children make excellent progress. Staff build outstanding relationships with parents, carers and others to meet each child's individual needs. They recognise and nurture each child's individuality, interests and abilities through a secure knowledge of their family and home circumstances. The nursery demonstrates an exceptionally strong capacity for continuous improvement through thoroughly and effectively reviewing and reflecting on their provision to bring about excellent 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:

- developing further the outside environment by extending the opportunities to give children first-hand contact with weather, seasons and the natural

world.

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

Children's safety is promoted extremely well because all staff members are rigorously checked, given a robust induction and regular routine training. Staff keep and maintain very effective and accurate records. A comprehensive safeguarding policy is in place and staff work extremely closely with parents and other professionals to prioritise protecting children's welfare. Staff are highly effective in completing daily safety checklists and a regular risk assessment for the safety and security of the nursery. Staff keep the nursery clean, tidy and well stocked to maintain excellent levels of hygiene and cleanliness.

The inspiring manager is an excellent role model and demonstrates clarity in vision and direction. Consequently, staff are highly skilled, enthusiastic and motivated. Staff morale is extremely high. Management and staff recognise the benefit of using self-evaluation documents to strive to raise standards even further. They set challenging but innovative exercises as a team. For example, staff map and observe resources that children access, with the use of a suspended camera and numbered hats. They seek feedback from parents and children and take effective action. A close, reflective network of early years providers encourages new ideas and sharing of good practice.

Equality of opportunity is central to the team's ethos. Each child is valued, so is extremely well cared for and achieves their very best. There is a strong emphasis on personal development and achievement, which enables all children to develop considerable levels of independence. Staff are highly knowledgeable about each child and gather a wealth of information at enrolment, which they update and review regularly. Staff demonstrate a thorough understanding and knowledge of implementing inclusion and equality policies. For example, their planning highlights concerns, which staff act on in excellent partnerships with parents and professionals, such as speech and language therapists. Staff are highly successful in promoting diversity. They acknowledge festivals celebrated by the children and their families and introduce them to all of the children. For example, they demonstrate clothes or symbols, which are worn during Eid ul-Fitr or on Saint David's Day. Children eat foods associated with special occasions, such as mince pies at Christmas or pineapple crumble for Passover.

Staff deploy themselves very well. They move around areas of the nursery and its garden to talk to and observe children, engaging exceptionally well in their play. The nursery offers free-flow access to the outdoor environment and an extra indoor room for physical play. Staff provide an excellent range of adult and child-led activities for the children, and children bring in resources from home to share with other children and the adults. Activities and resources are easily accessible and presented extremely well. Consequently, children are active learners, moving freely to select activities of their choosing. The manager and staff keep parents extremely well informed about their children's progress and the provision through

excellent communication. Parents have excellent opportunities to contribute to their child's learning journey by writing comments about their progress at home. Staff work very closely with local schools and childminders to benefit the children.

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

Children enjoy vibrant and stimulating activities with a strong focus on basic skills, such as self-care and self-awareness. Consequently, they are extremely confident and settle in well. Children's behaviour is exemplary as they interact exceptionally well, respecting space and each other. They are excited to see their artwork displayed, and are proud to show other children items from home. Adults praise the children, which helps to promote self-esteem and confidence as well as developing a sense of pride and self-worth. Children engage in a wide range of experiences to celebrate diversity and special events, such as children's birthdays. Everyone sings 'Happy Birthday', and this gives the children a sense of pride and belonging.

Children develop excellent skills for their future lives. They enjoy a wide range of activities and experiences that help them to be self-motivated, active members of the nursery. Children's numeracy and communication skills are exceptionally high. They use play to explore early mathematics, such as independently threading foil milk bottle tops and pasta onto cotton to make a pattern. This also supports children with developing their hand dexterity and early writing skills. Children play matching games and learn about rhyming words. Many have excellent vocabularies and use words such as 'albumen' and 'invitation' in their conversation with adults. Children talk together about days of the week and months of the year, demonstrating excellent progress in their learning. They demonstrate great curiosity in their play, using their inquisitiveness to explore materials and resources. Children use their initiative to solve problems, for example selecting resources for creating models and building ramps for their toy cars. Staff encourage children to investigate the environment around them by providing exciting activities and resources. For example, an adult reads a story about bubbles as they use a balloon and rotary whisk to create bubbles in the water. Adults support children in their exploration and talk about items that are heavy or light, and why something is hidden from view when it drops beneath the bubbles. The outdoor area provides excellent space for children to be able to run around and scream, chasing each other. However resources to give children first-hand contact with weather; seasons and the natural world are less effective.

Adults are extremely caring and nurturing which helps children settle and feel safe. Children demonstrate an increasing awareness of safe behaviour. For example, they walk carefully through the nursery before running when outdoors. They are confident in the use of a variety of tools such as rolling pins and scissors, and understand the importance of care in their use. Outdoor play is accessible at all times and children move freely between the indoor and outdoor environments,

enabling them to enjoy fresh air and being physically active. The children enjoy these periods of activity and exercise and they have a growing understanding of the value of exercise as a healthy life choice. Staff support children in developing a highly positive attitude towards healthy eating by providing nutritious snacks and drinks and discussing what makes a healthy diet.

## 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

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