

# The Nursery School

Inspection report for early years provision

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**Inspection date** 26/01/2012  
**Inspector** Daphne Prescott

**Setting address** The Salvation Army Hall, Church Road, Addlestone, Surrey,  
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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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## Description of the setting

The Nursery School opened in 1995, and re-registered under its current owner in 2011. It operates from the Salvation Army Hall, in Addlestone, Surrey. Children have access to three rooms, with toilet facilities also in this area. An enclosed garden is also available for outside play.

The setting is registered on the Early Years Register. A maximum of 28 children from two years to the end of the early years age group may attend at any one time. There are currently 49 children on roll who attend different times of the week. The setting opens Monday, Tuesday, Thursday and Friday from 9am to 12pm and 12.45pm to 3.15pm Monday and Thursday. The setting offers a lunchtime session on a Monday and Thursday between 12pm and 12.45pm.

The setting is in receipt of funding for the provision of free early education to children aged three and four years old. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There is a staff team of seven, including the manager, and of these four staff hold appropriate early years qualifications. The setting receives support from a mentor/advisor from the Early Years Development and Childcare Partnership. The setting are members of the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager and the staff team are very caring towards the children and are committed to help ensure they are happy and secure in their care. They have a good understanding of the requirements of the Early Years Foundation Stage. This means that overall children make good progress in all areas of learning and development. The setting is effective in meeting the needs of all children due to a good partnership with parents and other professionals. The manager and staff team demonstrate a good capacity to maintain continuous improvement, continually looking at ways to improve outcomes for children.

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

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

- support children's growing independence, to allow them to easily access drinking water and to help prepare the food at snack time.

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

The setting places a high priority on children's safety and welfare. They complete written risk assessments and visual safety checks each day to ensure the children have the freedom to explore within a safe and secure environment. Staff's awareness of safeguarding issues contributes towards the safety and well-being of the children. They have a good understanding of the safeguarding policy and know the action to take should they have concerns about a child in their care.

The well-spaced layout allows children to play together, alongside others or independently according to their individual preferences and stages of development. The successful deployment of staff around the setting also promotes children's safety and supports their learning and development very well. The children demonstrate a strong sense of belonging. They are gaining independence as they make choices from a good variety of toys and resources available both in and outdoors. The atmosphere is inclusive and this, in turn, enables the children to grow in confidence and self-esteem. Staff are aware of each child's background and individual needs. They give good support to children with additional needs through joint work between parents and outside agencies. The setting also works closely with other early years providers that children also attend, and has strong links with local schools. This cements an effective partnership and helps support children's individual care and learning needs well.

There are good systems in place to promote partnership working with parents and carers. Good verbal and written communication enables staff to gain a greater insight into children's individual needs. This keeps parents well informed about all aspects of their child's experiences and development. Regular newsletters also keep parents up to date about topical issues and forthcoming events. Positive feedback from parents during the inspection indicates they are very happy with the quality of care their children receive.

The manager and staff team work very well together as a motivated and cohesive team. They share a commitment to offering the best possible care to the children. Together, they reflect on their practice and make appropriate changes to benefit the children. For example, they are currently reviewing their systems for tracking children's progress and take steps to narrow the gaps in their achievements. The setting demonstrates an enthusiasm for their work. They are very keen to make changes that drive improvement and improve the outcomes for all children.

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

Children look forward to coming to the setting and arrive eager and ready to explore and play. The staff treat children with great kindness and consideration, and as a result children are happy and settled. Staff know the children well and offer reassurance to any children who are settling. Observations made by staff

assess each child's level of attainment in the six areas of learning. They use their observations to inform their planning which is flexible, responding to children's individual interests, their starting points and capabilities.

The setting operates a good free-flow system enabling children to access activities in and outdoors. Children become active learners as they are curious and keen to engage in activities. For example, both boys and girls engage in collage and many other activities where they can explore colour, pattern and texture developing their creativity. Children have access to a good range of toys that promote their mathematical development. For example, they count using a large abacus and weighing scales to measure noodles. Their skills in communication and language are supported effectively. Staff interactions with the children are positive. They allow the children time to respond in conversations and they encourage children to think for themselves as good open-ended questions encourage this. Programmable toys are readily available and used well to help children develop skills for the future in information and communication technology. Children thoroughly enjoy using their imagination and developing their early writing skills as they role-play taking orders in their Chinese restaurant. Staff encourage children to learn about different cultures by planning activities around festival dates. For example, during Chinese New Year children make lanterns and dragons out of egg boxes as they learn about the festival customs.

Children thoroughly enjoy daily fresh air and exercise. The outdoor area is well organised, which enables children to extend their skills. For example, they enjoy riding the tricycles or painting on big sheets of paper. The children learn the importance of their own personal health. Discussions take place with the children about the need to wear appropriate clothing in the cold weather conditions. Children are aware that eating a variety of fruit and vegetables will help to keep their bodies healthy. For example, they are able to name fruits and vegetables and know that these are preferable to chocolate and sugary foods in order to be healthy. Drinking water or milk is readily available as part of their healthy diet at snack times. However, drinking water is not always easily accessible throughout the sessions so that children can help themselves. Furthermore, children do not also routinely have opportunities to help prepare their snacks, which means that children's growing independence and confidence is not always fostered. Children's behaviour is good. This is because they are encouraged to be kind to each other. The children are busy learning through play; they contentedly play by themselves and with a group of friends where they learn to negotiate and take turns. All children benefit from the positive interaction given by the whole staff team as they act as good role models. The setting provides a stimulating learning environment for all children to play and explore. Consequently, the outcomes for all children and their experiences are very positive.

## 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

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

<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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