

# Blue Willow Nursery School

Inspection report for early years provision

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**Unique reference number** 119947  
**Inspection date** 24/11/2009  
**Inspector** Christine Clint

**Setting address** Busbridge Village Hall, Brighton Road, Godalming, Surrey,  
GU7 1XG  
**Telephone number** 01483 422510  
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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

Blue Willow Nursery School has been registered and managed by the current provider since 1994. The nursery school is held in Busbridge Village Hall, near Godalming, in Surrey. Children and staff use the main hall and a smaller side room; there is access to a fully enclosed garden for outside play. The nursery serves the local area and surrounding villages.

The registration is for 26 children in the early years age group from the age of two years. The nursery school accepts children once they have reached two and a half years of age. There are currently 31 children on roll and the setting provides funded educational places. Children attend for a variety of morning sessions during the week. The nursery school opens five days a week during school terms. Sessions are from 9am until 12.15pm. Five staff members work with the children, two of whom hold teaching or early years qualifications and two staff are continuing to train. The setting receives support from the local early years network.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery school is well organised. It provides regular daily routines which encourage children to settle and feel secure; this effectively promotes their welfare and emotional well being. Children respond and display high levels of positive behaviour. Staff are very focussed. They understand their role in knowing their key children and promoting their learning; they show clear and positive knowledge of individual children and a high level of team work. The provider and staff show a strong ability to continue to include improvements to meet the Early Years Foundation Stage regulations.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure that records are available to demonstrate to Ofsted that staff checks have been completed (Suitable people) 08/12/2009

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

- ensure that the daily register includes the hours of children's attendance
- continue to develop children's records of assessment and include opportunities for parents and carers to contribute to children's ongoing levels of learning.

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

The nursery environment is safely managed and well prepared for children attending. Staff use effective daily systems to assess any risks to children which are recorded and dated. There are full annual risk assessments. The nursery organises one annual outing which includes a prepared assessment of any hazards to children; although they are always accompanied by their parents. The provider understands her responsibility to protect children at all times and staff show high levels of supervision during all activities. There is a policy in place for safeguarding and the supervisor has sound knowledge and understanding of following the procedures. The daily register is in place, although there are no records of children's arrival and departure times when these are different from the main session times. Children are well prepared and know the nursery routines. These are very effectively portrayed before they attend, through photographs and text which parents can explain. Staff often ask children, during the session, what they must do next and children respond and learn from each other. For example, children know that they should help at tidy up time and confidently explain to each other that they cannot immediately sit to read from picture books. Children are encouraged to take responsibility. They listen well to instructions and understand how to carry their chairs and where to take them.

All required policies and procedures are in place for the daily organisation of the setting and these ensure that parents are informed. This includes clear systems to show how any concerns or complaints will be managed. The provider has many years of experience in managing the setting. She is aware of her responsibility to ensure that all staff are checked; however, there is no evidence available at the nursery to show Ofsted or parents that staff are suitable to work with children. This is a requirement of the Statutory Framework for the Early Years Foundation Stage.

Staff prepare the nursery equipment daily and they organise resources to meet the needs of the children attending. They plan and provide activities linked with topics or themes and there is always a balance of adult-led and continuous play provision available. Staff show enthusiasm for carrying out individually planned activities. They encourage children to take part, enabling all children to have one-to-one attention and specific assistance at times and this meets children's needs and provides equality. For example, when learning to use scissors, ice biscuits or make a collage. This also enables staff to gauge children's level of ability and link their direct observations with children's development. The provider and staff have fully recognised the need to promote children's individual interests and their concentration levels and they manage this well. They have successfully included tracking sheets for each child to show their movements, the resources they use and the time spent. These records show the diversity of children's play routines and staff are very motivated by this method of tracking, they plan to use the information when setting up activities and for planning children's next individual steps in learning.

Parents are happy and value the provision because they know their children enjoy

attending. They liaise with staff regularly and have daily opportunities to share information. The provider has recently evaluated the nursery systems for obtaining more detailed information when children first attend. She has introduced forms which provide opportunities for parents to record children's levels of independence and their preferences. These clearly link with children's starting points and the information enables key staff to make progress with planning for future learning. The records of children's assessment are beginning to be compiled, although these are not yet available for parents to see or contribute to. Links with other carers are not fully established. The nursery does have a close connection with the nearby primary school and visits are organised when children are due to transfer. There are also regular meetings with the wider early years network and the provider and staff can link with others for support, guidance and training opportunities.

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

Older children show a sound ability to know the routines and follow these at all times. This encourages the participation of all children and their behaviour is exemplary. They all carry their chairs to form a circle for group time at the beginning and end of the session. They respond with enthusiasm to counting and identifying how many boys and how many girls. They clearly know if there are more boys than girls and spontaneously announce this. Staff encourage their understanding of numeracy and quantity by counting from the lower number and using their fingers. Children count frequently, they include all the objects from the interest table and line these up. They take turns to complete the weather chart and some children know the day and month without any prompting. Children are effectively gaining confidence because they are learning to speak in front of others and talk about their 'silver' item. Staff frequently ask questions to encourage repetition and children learn to recognise and name colours and items. Children self register when they arrive in the nursery and they also find their names at snack time. Staff often help children by adding the sound of the first letter of their name and this encourages their recognition. Children listen well to each other and to staff, this increases their concentration skills and their understanding of each other.

Children have freedom to choose activities during the first half of the session. They can create their own play in the role play area or can link with individual staff who are carrying out specific activities. They paint at the easel and some older children can write their own names, others are developing emergent writing. They can draw and use crayons freely or roll out the dough and use cutters. Children know the shapes of different cutters and recognise and name these. They assemble the play food in the home corner and pretend to have a meal, children are beginning to establish roles for play and include the dolls at times. They can access the dressing up clothes and sometimes wear hats whilst playing with other activities. Children talk about cars and show knowledge of different types of vehicle, they know how a fire engine puts out a fire and that police cars have flashing blue lights. They can name different animals and know the ones that live in other countries. Children are independently using the toilets and being responsible for washing their hands. Staff often remind them and use prepared anti-bacterial gel

before snack time to ensure that hygiene is maintained. Children are also learning to put their own coats and boots on before going outside and most children manage this well. Children listen to staff before they go outside, they are learning to follow instructions to ensure they are safe on the wet ground. They understand the routines for safety and remember carrying out their last fire drill when the provider reminds them. Children show interest at all group times and take part with enthusiasm. They sing and include actions at registration time and they have weekly opportunities to sing whilst the piano is played. They practise their parts in the Christmas nativity with complete concentration and really excellent singing. Children already know the words and follow the lead of staff for their movements.

## 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

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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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