

Pirbright Day Nursery

Inspection report for early years provision

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Inspector Lynne Kauffman

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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

Pirbright Day Nursery and out of school club was registered in 2004. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The setting operates out of several rooms situated at Pirbright Primary School in the village of Pirbright, near Woking in Surrey. The nursery is privately owned and operates independently of the school. The setting serves families from the local community and beyond. Nursery children have access to a main room where most activities take place and an adjacent smaller room that is used for quieter activities and sleep for those children who require a daytime rest. After-school children have use of the entrance foyer and adjacent art room. There is a hard surface play area and children have use of the school playing fields. A grant has enabled the setting to develop its outdoor area. Toilet and kitchen facilities are available. The Nursery may care for no more than 19 children in the early Years age group, of these not more than 0 may be under 2 years. There are currently 32 children aged from two to four years on roll. This includes 19 children who are in receipt of nursery education funding. The nursery is open Monday to Friday all year round excluding Christmas and Bank Holidays, from 8am until 6pm. Children may attend on a sessional or full day basis. The out-of-school club may care for no more than 32 children under 8 years; of these, not more than 32 may be in the early years age group, and of these not more than 0 may be under 2 years at any one time. The club caters for children up to 11 years of age. There are currently 36 children from four to 11 years of age on roll. The out-of-school club operates Monday to Friday during school term times only. Sessions are from 8am to 9am and 3pm to 6pm. Children attend for a variety of sessions. A total of 10 permanent members of staff work with the children, including those who run the after school club. All members of the nursery staff have a recognised early years qualification, two at degree level. Four members of staff hold a current first aid certificate. The setting receives support from the Early Years and Childcare Service. The nursery is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Pirbright Day Nursery and after-school club is an outstanding setting. The excellent and demanding curriculum encourages outstanding learning which promotes children's independence and leads to at least good and, in most cases, outstanding progress. Children's well-being is given the highest priority and, as a result, they feel nurtured and safe. Outstanding self-evaluation and external audits feed effectively into precise action planning which ambitiously drives improvement. Under new managements since its previous inspection, the day nursery has improved all aspects highlighted. As a result of these improvements, and a vigilant monitoring of the setting through independent audits, there is an outstanding capacity to make further improvements.

What steps need to be taken to improve provision further?

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

- extend environmental activities by making greater use of the pre-school surroundings to engage the older children.

The effectiveness of leadership and management of the early years provision

Safeguarding policies and procedures have the highest priority. The vetting of all adults is exceptionally thorough. Parents and carers are extremely complimentary and have confidence in the rigorous care and attention to their child's well-being. Probing risk assessments are carried out at the start of each session and staff are trained in paediatric first aid. The very strong focus on safety ensures children have excellent awareness of how to keep themselves safe both in and out of pre-school. Each key person tracks children's progress and development with meticulous attention to detail through fascinating 'Learning Journeys'. Reflective planning against children's records is enhanced through staff access to weekly three-hour planning sessions. Equality and diversity are central to the inclusive ethos of the pre-school. When children join, parents and carers complete an admissions sheet, which is used well to ensure children's needs are met. This is followed up by an interests sheet enabling staff to build continuity between home and school. There are outstanding links with the host school, for example shared breakfast club and the pre-school's use of the library. The pre-school's trained special educational needs coordinator works with parents and carers and outside agencies, such as the speech and language therapist, to ensure early identification of problems and effective support. Outstanding leadership and management and extensive staff training keep the team up to date. Staff involvement in strategic planning for the future sharpens the excellent self-evaluation and action planning. The manager has made excellent use of data indicators to feed into the self-evaluation and thoroughly analyses the results to guide development. The pre-school has succinct and effectively monitored policies. Parents and carers are fully involved from the time they fill in the enrolment forms and know their comments are valued. Morale is high because staff have an effective appraisal and take up training identified in their review. Staff that leave the setting have the skill to progress to management roles in other pre-schools. The pre-school has outstanding relationships with its parents and carers, evident in both the questionnaires conducted by the pre-school and discussions during the visit. Parents and carers are happy their child socialises easily and can develop communication and mathematical skills. However, some parents and carers would like to see more use of the schools' surroundings. Parents and carers praise the pre-school because of the way it involves them fully in supporting their children's learning and development. 'I'm overwhelmingly happy with the pre-school' was a typical comment from many. Record keeping has improved with the introduction of the 'Learning Journeys' and the colour-coded progress mapping for each child.

The monitoring shows good and, in most cases, outstanding progress from each child's starting point. Tracking is used rigorously to guide development. Health and safety records, fire drills and accidents are well recorded. Ambition and improvement are driven extremely well. All action points from the previous inspection are addressed and extended further by introducing nationally used audits to compare provision, illustrating the pre school's outstanding capacity for further improvement.

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

The pre-school and after-school club successfully raise achievement in all areas of learning. Immediately children arrive, they go to their favourite area and quickly become enthusiastically engaged in a range of activities, including building, dressing-up, painting, computer work and water play. Once everyone has arrived, the children join together for a starter session using images to identify the day of the week, time of day and who is present. Important issues, such as improving diversity and cultural awareness are targeted through activities that set the scene through stories and play. The pace of learning is exciting and motivating. Children use their imagination with real passion to develop their play. For example, in the construction area, children used building blocks and created a house, added a church, which grew into a village. Their language and collaboration exploded excitedly as the project developed. Activities like these develop children's confidence and self-esteem exceptionally well. There is a very good balance of independent work and adult-led play and children's progress is outstanding. They feel safe and secure because they know about safety rules and routines. Some children have printed out their own playground rules. Hand-washing routines remind children of the importance of hygiene. Staff have high expectations of behaviour which the children meet. The pre-school is a harmonious place full of fun. Children form strong relationships with their key person and, as a result, children feel happy, thrive, behave well and make a strong positive contribution. Children have an outstanding understanding of healthy lifestyles. Rolling-snack times are fun whilst rules for hygiene are maintained. Children make choices of fruit and drinks which help develop their independence. These productive social occasions help children put their knowledge of healthy eating into practice. The outdoor space is partly covered so outdoor play can continue in all weathers. Very good use is made of the pre-school's surroundings, although the setting is aware that even greater use could be made of the wider environment for the older children. Children are keen to show the seedlings they had planted and know how important it is to water them. Children take responsibility for themselves and others, wiping the tables and putting toys away. Story-telling helps spark children's interest in reading and excellent planning matches individual needs. Equality and diversity are seen in the very inclusive ethos encouraging all children to develop excellent skills for the future. Children are proud of their achievements and can photograph their success or that of others for their 'Learning Journeys'. Children's individual assessments are accurate and shared with parents and carers at consultation afternoons. Colour-coded assessment tracks progress and is implemented accurately by all staff. Post-it notes on specific 'gems' of success are

collected and shared by staff at the end of sessions to inform future planning. Staff use 'Five Minute Room' observations most successfully to ensure children have a variety of experiences across all areas of learning during the day which have a positive impact on their independence, learning and personal development. Children's preparation for their next stage of learning is excellent.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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	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