

The Raleigh Nursery

Inspection report for early years provision

Unique reference number	EY359701
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Inspector	Susan McCourt

Setting address	The Raleigh School, Northcote Crescent, West Horsley, Leatherhead, Surrey, KT24 6LX
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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*.

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

The Raleigh Nursery registered in 1993 and re-registered under new ownership in July 2007. It is an independent nursery operating within the grounds of The Raleigh School in West Horsley, Surrey. The nursery has sole use of a self-contained, single-storey building and an enclosed garden.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 26 children under eight years; all of these may be in the early years age range and over the age of two years. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are currently 36 children from two to under five years on roll. The nursery supports children learning English as an additional language and children with special educational needs and/or disabilities.

The nursery is open every weekday during term time from 9am to 12 noon. On Tuesday and Thursday there is an extended session until 3pm. There is also an optional lunch club until 1.30pm each day. The nursery employs five staff, including the owner/manager. All staff have appropriate early years qualifications, and the owner/manager has Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff are exceptionally skilled at creating an interesting learning environment where children are active, independent learners. Partnerships and planning arrangements are exemplary and meet children's individual needs very well. Overall, the organisation of children and resources are very well managed. All staff routinely reflect on their practice to make enhancements which directly benefit children. They, therefore, have an outstanding capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- managing the number of children in activity groups to support all children in their learning.

The effectiveness of leadership and management of the early years provision

Staff have excellent understanding of safeguarding procedures and their practice is exemplary. All staff undergo rigorous recruitment checks and attend regular training to update their knowledge, immediately incorporating enhancements into their procedures. Staff are clear about procedures if they had safeguarding concerns about a child and do their utmost to support families. Risk assessment is very thorough and staff take immediate action if they identify any issues. Every child is involved in fire drills so they know what to do in an emergency. All documentation and paperwork is highly organised. Staff monitor accident records and take action to eliminate any hazards revealed. Children benefit from highly efficient procedures to promote their safety.

The owner and staff team have exemplary commitment to sustaining their high standards as demonstrated in their reflective practice and self-evaluation systems. Staff review their practice frequently, welcoming advice and feedback from the local authority and receiving schools. They set highly challenging and accurately targeted goals to improve outcomes for children and consistently check action plans to facilitate their progress. This means that children enjoy a consistent and sustainable high standard of care and education.

Staff manage resources exceptionally well to foster children's independence. Play equipment is readily accessible to children and thoughtfully displayed. For example, staff place construction blocks in a reflection box so children can see their work from all angles. A wealth of activities covers all aspects of the curriculum, indoors and out, with ample space for children to spread out and explore. Children move play materials around as they choose to create their own activities. As children are so independent in self-directed play, staff bring their considerable play and teaching skills to the fore, enhancing children's experiences in the activities. On occasions, staff carry out adult-led activities with large groups of children, so children are less able to participate than if they were in smaller groups. The resources reflect a diverse world and include authentic items, such as African drums and shakers. The staff team operates an anti-discriminatory policy and supports all children very well. This means that children play in non-stereotypical ways. For example, staff gently contradict any notion from children that they cannot play in a particular way because of their gender.

Staff very carefully track children's progress so any potential achievement gaps are efficiently targeted. Children with special requirements follow detailed individual learning plans, which help them to make excellent progress, given their starting points. Key persons and the special needs coordinator work closely with parents and other agencies to provide coherent support. They incorporate, for example, advice on speech into children's individual plans so children have the same precise support at home and in the nursery. Their exemplary practice means that staff pay the same close attention to transitions to school which enable children to start with confidence.

Parents value the nursery very highly, attending biannual appointments to look at

their child's progress. They are fully aware of their children's next steps and achievements. Parents borrow books and story packs and are kept fully informed of activities that their children enjoy so they may provide complementary activities at home. Staff give the highest priority to settling children so they separate with confidence, and work in true partnership with parents to support the whole family.

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

Staff have excellent understanding of the Early Years Foundation Stage and know each child extremely well. They understand that children learn best when interested in what they do, so exemplary planning procedures focus on children's interests. The enticing, learning environment enables children to be completely absorbed in their play. Children are busy, active learners throughout the day. Expert tracking of children's achievements demonstrates that children make outstanding progress from their starting points. Staff are exceptionally caring, and happy to go beyond expectations in helping children settle. For example, staff build a wide vocabulary of words and phrases in home languages of children learning English to help them feel at home.

Children feel extremely safe. Staff work seamlessly together to provide children with excellent support and companionship. Children demonstrate a great sense of belonging and ownership, as their ideas and interests are highly valued and respected. They settle immediately on arrival to purposeful play, and learn how to manage risks such as holding scissors correctly when moving around. Children know how to keep themselves safe and are very careful with their friends, especially when using ride-on toys. They relish the innovative physical activities, such as the scramble net, and happily explore the outdoor environment. Children show great awareness of their bodies, describing how their heart goes faster when they run. They enjoy a healthy diet and chat about their favourite fruits and vegetables at the sociable snack and mealtimes. Children follow highly established, washing routines and are very independent in their personal care.

Children have excellent opportunities to enjoy and achieve. They use a wide range of early writing activities. They are skilled at recognising significant letters and ask how to write their names. Children enjoy non-fiction books and stories, snuggling in the cosy book corner. Children build lengthy narratives in their role play and with small world equipment. They are skilled at solving problems and staff skilfully ask open questions to provoke children's thinking. For example, when making sports day medals, each child is asked what they might use, what they will need and how to find it. In this way, children are soon hunting for round items that they can paint gold, gathering materials from familiar places and settling to work. Children watch science experiments with fascination, such as soda reacting with vinegar. They create a dough volcano around a bottle, make explosive noises to accompany the reaction and are enthralled by what they see.

Children use mathematical language continually in their spontaneous play. They count lines of toys to find the longest and compare sizes and shapes when using

stencils to create their own pictures. For example, a child carefully selects a large square to make into a 'bus'. Children also enjoy a wide variety of technological equipment, such as cameras and computers. Children show great maturity in their behaviour. They invite their friends to play with them, and cooperate to put together train tracks. Children say, 'Excuse me, please and thank you' frequently and treat each other with great respect. Staff have an exceptionally positive approach to children's behaviour management, and children are capable and resilient as a result. Overall, children build outstanding skills for the future.

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