

# Natures Nursery

The Orchard, South Road, Englefield Green, EGHAM, Surrey, TW20 0RL

## Inspection date

Previous inspection date

21/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are happy and settled because they are developing positive relationships with staff and other children.
- Staff support children in learning how to keep themselves safe. The environment is safe and secure and staff give clear messages to support children's understanding.
- The environment is welcoming and there is a range of quality resources throughout the nursery.
- The new manager is enthusiastic and motivates staff to work well together as a team.

### It is not yet good because

- The quality of information recorded about children's development varies throughout the nursery.
- Children do not always have the opportunity to use the outdoor area to support choices in their play and learning.
- Some parents feel that staff do not keep them sufficiently informed about the provision or their child's progress.
- Staff do not consistently support children in following good hygiene practices throughout the nursery.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's play and staff interaction in the various playrooms.
- The inspector spoke to some parents and gained the views of others through the use of questionnaires.
- The inspector completed a joint observation with the manager in the garden area.
- The inspector reviewed documentation including staff suitability files and appraisals, planning, individual children's learning journeys and monitoring and evaluation records.

## Inspector

Lorraine Sparey

## Full Report

### Information about the setting

Nature's Nursery (Egham) registered in 2012 and is part of the chain of privately owned nurseries. It operates from a building on the university campus in Egham, in Surrey. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 60 children on roll in the early years age

group. The nursery is open each weekday from 7.30am to 6.00pm for 51 weeks of the year. Children have access to three secure enclosed outdoor play areas. The nursery receives funding for nursery education for children aged two, three and four years. It supports children who speak English as an additional language. The nursery employs 14 staff, of these, seven hold appropriate early years qualifications. In addition there is a chef who prepares food for the children.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the systems to make sure that observations are consistently used to understand children's individual level of achievement, interests and learning styles and use these observations to shape learning experiences for each child

#### **To further improve the quality of the early years provision the provider should:**

- review the methods to share information with all parents to enable them to feel they have sufficient knowledge of their child's progress and the nursery provision
- improve the programme for physical development for younger children by a) establishing routines that enable children to look after themselves such as building links between toileting and hand washing and b) reviewing snack time to enable children to be more independent and pour their own drinks.
- review the use of the outdoor areas to enable all children to have choices in where they play and learn.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children participate in a range of age-appropriate activities and play opportunities throughout the nursery. Staff plan and provide some adult-led activities and there are opportunities for child-initiated activities. Staff complete observations and assessments of the children and each child has their own file that contains observations, photographs and examples of their creative work. There is a new system to monitor children's progress using observations and assessments linked to the childcare guidance document 'Development Matters'. However, some staff are more skilled at completing observations and assessments than others and their individual child learning plans are more effective.

As a result, some staff do not fully identify the next steps in children's learning or support them appropriately to make the maximum progress. Nevertheless, most children make satisfactory progress in their learning and development.

In general, staff support children's independence, encouraging them to choose what they would like to play with. However, when children do this, staff sometimes miss opportunities to extend children's learning further. For example, babies and toddlers choose to play with the ball pool. There is limited interaction to fully promote children's progress. At other times, children in the preschool room are encouraged to participate in an adult led activity. They use magnetic letters to create their name. Several children have the same letter within their name and because there is only one letter available, they become distracted and lose focus. At times, staff encourage children's communication and exploration. However, at other times they miss opportunities to fully support and extend children's interest and learning.

Generally, the majority of children are confident to engage in conversation with staff, other children and visiting adults. A child talks about their trip to America with their parents. They excitedly talk about how they went on an aeroplane and how they saw a 'robber'. Other children listen with interest to stories and share what they know about the story. For example, identifying the small fish has swum inside a big fish in the story. Children are gaining the skills to help them in their move to school. This is particularly relevant in the preschool room where they are encouraged to become confident speakers and independent learners. For example, they are encouraged to share their news during group discussion, pour their own drinks and become independent in their personal care. They put on their coats and shoes when going outside.

There are procedures in place for staff to gather information about children's individual needs and starting points in their learning and development. Staff give parents a form to complete detailing information about their child's likes, dislikes and some basic information about their development. Parents are encouraged to share information about their child's ongoing progress. This can be through informal discussion or at the parent consultation meetings. Staff complete the two year progress check when necessary and involve parents appropriately. They use the observations and assessment to help form the report.

### **The contribution of the early years provision to the well-being of children**

Children have positive relationships with their key carers, staff and other children. There is a buddy system in place which means children have two key carers, their main carer and one who is available if the main carer is absent. This supports children in developing confidence and becoming secure in the environment. Staff welcome children into their age-appropriate room and in general, children are happy to separate from their parents and carers. Staff respond to children who are unsettled providing cuddles and supporting the child to become involved in activities. Staff create a welcoming environment with easily accessible resources promoting children's independent choices in their play. However, staff do not always make good use of the outdoor areas. Although, there is a play area directly outside most of the playrooms, children are only able to use these areas

or the main garden at set times during the day. As a result children only use the areas when staff inform them rather than allowing children to make the choice to play inside or outside.

Children are beginning to develop an awareness of the need to adopt healthy lifestyles. They benefit from healthy and nutritious snacks and meals prepared by the chef. These take into account any allergies or dietary requirements. Staff provide parents with good information about how to move their babies from milk to solid foods. The quality of snack time varies throughout the nursery. In some rooms children sit at tables but in the younger children's room they sit on the floor. Consequently, the children are unable to pour their own drinks and at times they drop their snack on the floor. Staff do not always notice this and the children pick it up and eat it from the floor. Most children follow appropriate hand washing routines throughout the nursery. Older children know and understand why they wash their hands. After lunch they automatically wash their hands and face. A child tells a visiting adult 'my hands and face is sticky, I need to clean them'. Younger children are encouraged to wash their hands after toileting. However, staff do not encourage very young children to wash their hands after nappy changing to develop their understanding of good hygiene routines.

Children throughout the nursery learn about safety. A two-year-old child runs across the room and a member of staff says 'What am I going to say?' The child immediately says 'walking feet' and, the member of staff praises them saying 'That's right'. Children learn how to use the equipment and utensils safely. Children learn how to evacuate the building quickly through regular practising of the fire drill. This supports children's safety and they become familiar with what to do in the event of an emergency.

Children attending the nursery come from a range of diverse backgrounds. Staff celebrate this through displaying examples of children's home language on the doors and furniture. There is a range of resources throughout the nursery providing positive images of diversity to teach the children to learn how to respect and value others. Children show interest in a book showing pictures of children from around the world in their traditional dress. They look at the map of the world in the book trying to find where the children come from. Children's behaviour is generally appropriate for their age and stage of development. Staff are positive role models in the way they speak to the children and each other. In general children share and learn to negotiate and resolve minor disputes. Younger children have a reward chart which works well. A child shows delight in putting a stamp on their chart when they remember to use the potty.

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

All staff demonstrate appropriate knowledge of safeguarding and welfare requirements. There are systems in place to make sure every member of staff attends child protection training. As a result, staff demonstrates good knowledge and understanding of how to identify concerns and the procedures to follow with regard to a child's welfare. There are risk assessments in place along with daily safety checks enabling staff to create a

welcoming and well maintained environment. The manager is responsible for recruiting staff and there are appropriate procedures in place to ensure their suitability. There are clear induction procedures to enable staff to understand their role and responsibility.

The manager is relatively new in post. She is enthusiastic and keen to provide quality care and education. Her initial evaluation of the nursery has identified areas that require development. She has spent considerable time talking with staff, completing observations in the play rooms, and talking with the early years advisory team. As a result there is a clear action plan for improvement in place. However, the new appraisal system and changes to the planning have not been in place long enough to secure improvements. For example, the quality of the children's individual files throughout the nursery varies. Some observations of the children contain insufficient detail to provide staff with accurate information to plan the next steps in children's learning.

Partnerships with parents are developing. The manager has recently implemented new systems to involve parents. For example, a suggestion box and a questionnaire where parents can put forward their views are now available. There is a regular newsletter and good quality information displayed on the walls identifying staff and information about activities. However, some parents have identified areas that they are not happy with. For example, not receiving sufficient information about their children's progress; problems with the door and inadequate lighting in the outdoor area. Parents comment that they particularly like the layout of the building and it enables them to look through the internal windows to observe their children in play. Parents state that their children are happy and they find the staff friendly and approachable. The manager has implemented procedures to work with other early years settings or professionals who are also involved with the children. However, these are still in the early stages.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets

		the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY450040
<b>Local authority</b>	Surrey
<b>Inspection number</b>	805103
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	59
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Nature's Nursery (Ascot) Limited
<b>Date of previous inspection</b>	Not applicable

**Telephone number**

07855 347910

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**Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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