

Churt Village Nursery School

Village Hall, Crossways, Churt, FARNHAM, Surrey, GU10 2JA

Inspection date

Previous inspection date

07/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children demonstrate confidence and high levels of motivation in their play and learning activities. The well-trained staff team encourage children to be enthusiastic learners.
- Children play and explore in a highly rich, well-planned learning environment both indoors and out. Staff work hard each day to set up the stimulating experiences.
- The skilled staff team interact purposefully and carefully with children during freely chosen play to build on what they know and can do.
- Management monitor the educational programme well to ensure best practice is followed and children make good developmental progress.

It is not yet outstanding because

- Large group and key group times do not always achieve very high standards, in terms of meeting individual children's learning objectives.
- There is less emphasis on gaining a complete picture of children's starting points from parents at their point of entry to 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 play and learning activities in both rooms, and tracked children indoors and out.
- The inspector undertook a joint observation with the manager.
- The inspector had discussion with the manager and owner regarding leadership and management.
- The inspector looked at a sample of tracked children's progress records and planning, and had discussions with staff relating to safeguarding and welfare.
- The inspector spoke to some parents to gain their views of the setting.

Inspector

Lorraine Wardlaw

Full Report

Information about the setting

Churt Village Nursery School opened in 1960 and re-registered in 2012 under new ownership. It is one of three privately owned settings located in the villages surrounding Farnham. The nursery school operates from Churt Village hall, in Churt, Surrey. Children are accommodated in one large room and a smaller room. They have access to an outside play area. There are suitable toilet and kitchen facilities available. The nursery school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery school is in receipt of funding for the provision of free early education to children aged three and four. The nursery opens five days a week during school term time. Session times are Monday and Wednesday from 9am until 3.15pm, and Tuesday, Thursday and Friday from 9am until 1pm. The provider employs six staff, including the manager, to work with the children. All staff hold an appropriate early years qualifications, ranging from level 3 to level 6. The manager holds qualified teacher status and is an Early Years Professional. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- strengthen the planning system for large group times and key group times to help ensure very high quality teaching and learning takes place, in terms of meeting individual children's learning objectives
- strengthen the partnership with parents in order to gain a complete picture of children's starting points at their point of entry to nursery.

Inspection judgements

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

The nursery meets the learning needs of the children well. Staff are knowledgeable about matters relating to child development and how to effectively support children in their play and learning. Children demonstrate their eagerness and delight at being in the setting alongside practitioners who overall, tune in successfully to their needs. For example, many children spend a long time at the literacy and creative table drawing and designing their own pictures and models from recyclable materials. They are fully engaged and highly motivated in their self-chosen play. Staff interact with children well to promote letter sounds and emergent writing skills, for those at this developmental level. They talk with

children about their activities and explore the different textures and media they are using in their pictures, such as feathers. Therefore, children talk with confidence to their friends, the staff and the visitors. For example, a child spontaneously and proudly shows the visitor their model of a wheelchair they constructed, explaining the different parts they made. Children demonstrate they are making strides in their social communication, developing valuable future skills.

Children new to the setting happily explore the stimulating environment, sampling excitedly all that it has to offer. For example, they paint at the easel, climb the frame and play outdoors pretending to wash the cars. However, staff do not have a complete picture of new children's developmental starting points. This is because the 'all about me' form is not very thorough and is not discussed with the key person or returned before new children start. Good record keeping and the tracking children's developmental progress is in place for each individual child. Regular and precise assessments are in place and include all those involved in children's learning processes, such as parents. Parents are invited in to the setting with their younger children to take part in the well-planned music session, delivered by an external company. Children's next steps are identified, and implemented during freely chosen play and key group times. However, large group and key group times sometimes lack a clear learning objective for all individual children involved. Many children show good developmental progress in mathematics. They freely talk about numbers, quantity and shape when they talk to staff and visitors. For example, a child bouncing on a toy on the stage confidently asks why the practitioner has two books. The practitioner explains there are more than two and together they count the books.

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

The nursery offers a super, stimulating, child-friendly environment where children feel welcomed, very settled and happy. The rich and varied play areas, with well-chosen quality play resources and colourful display areas, effectively support children's all round development. The competent, caring staff team build good relationships with children, helping to ensure the well-being of each individual child. Overall, key people have a good knowledge of each child, their family and home backgrounds and their specific needs. Most children have formed secure bonds with their key people, who are responsive to them during the morning play and routines. Currently, due to a large intake of new children and ongoing staff training, the key person is responsible for a large group of children. The strong skills and knowledge of the staff mean that care practices are carried out well and children learn to take risks and keep safe. For example, children are supported safely and successfully to access the stage, via the steps. Younger children hold onto the rail and sit down to descend, whereas the older children walk down holding the rail. Children take measured risks when playing on the indoor climbing frame and learn to keep safe by clear guidance from staff.

Children's personal independence is promoted well, particularly during the snack time routine. They wash their hands prior to selecting a small bowl to put their food in. They sit down with their friends and enjoy a nutritious, healthy snack of fruit and vegetables and cheese biscuits. Staff talk to them about what is healthy to eat. Children pour their own

drinks using child-size jugs. When children have finished, they select their name and stick it on the chart. Children's behaviour is good. They demonstrate they know the rules and routines and tell others new to the setting what to do. When a few boys become a little over exuberant during whole group time, the member of staff uses distraction, action and listening rhymes to engage them again. Children enjoy the outdoor play experience gaining fresh air and exercise in various weather conditions. They pedal tricycles, use three wheeled scooters and have fun exploring natural materials in large trays. Children are eager to get involved and engage well in activities, which help to develop their physical skills. For example, they throw balls into nets and step on the coloured stones set out for them. Consequently, children are well-prepared for their next stage in learning.

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

The manager ensures that the safeguarding, welfare and learning and development requirements of the Early Years Foundation Stage are implemented to a good standard throughout the nursery. The manager and staff team work effectively together and have a secure knowledge of the child protection procedure. This is because they all are trained and are fully aware of each person's responsibilities and associated documentation. Robust procedures are in place for vetting, recruitment and appraisal of staff by the manager. These procedures are in addition to regular supervision and peer monitoring of practice. The manager and staff discuss each others' practice, training and further ways to improve, building upon their good knowledge and experience. The management team consistently and continually evaluates the educational activities and care practices of the nursery, in order to improve the quality of what they offer. For example, since being registered as a new setting, the nursery make good use of the outdoor car park because they have introduced gates, which sections it off as a play area. An accurate Ofsted evaluation form has been used with staff to benchmark the nursery's good practices and to identify future improvements. Parents are also involved in shaping what happens at the nursery. For example, the end of morning home routine was changed to make children's exit easy and calm.

The manager and staff team are well trained. They attend additional courses to ensure they keep their very good understanding of early years practice up to date; for example, by attending training about assessment and planning. Partnership with parents is successful. Staff are very welcoming and friendly when parents arrive with their children and have a verbal update to discuss children's needs. For example, one key person talks to a parent about suitable number songs to sing at home with their child. Parent's report on their child's developmental progress since attending the nursery and of the positive changes seen since the setting changed ownership. They report knowingly and positively about the setting, stating the nursery has a 'nurturing, exciting and exploratory learning environment; a great team of experienced qualified staff'. The parents, staff and other professionals work well together. The nursery liaises with other settings children attend and receive notes on the children's development so they can work collaboratively together. They regularly visit the local school with the children to access the on site 'forest

school'.

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
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 action. 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

Unique reference number	EY452248
Local authority	Surrey
Inspection number	881348
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	36
Number of children on roll	40
Name of provider	CS Nursery Schools Ltd
Date of previous inspection	not applicable
Telephone number	01252 793863

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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, which are usually the childminder's 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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