

West Byfleet Nursery

West Byfleet County Infant School, Camphill Road, WEST BYFLEET, Surrey, KT14 6EF

Inspection date	21/03/2013
Previous inspection date	15/09/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 enjoy strong relationships with staff, so they are happy, keen to learn and rapidly grow in self-assurance.
- Leadership and management systems are strong. All staff are involved in monitoring and evaluation, so practice is consistently good and children progress well.
- An extensive range of interesting, stimulating activities and unrestricted choice between indoor and outdoor play environments promotes children's decision-making skills well.
- Children make good progress from their initial starting points with valuable support from staff.

It is not yet outstanding because

- Although staff support children with their art work, currently children are not fully encouraged to write their own names on cards and other work.
- Although staff are aware of children's home languages, they do not use key words in these themselves, to support children learning English as an additional language as well as possible.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main play rooms and the garden.
- The inspector spoke with the provider, manager and staff at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documents, the self-evaluation form and a selection of policies and procedures and children's records.
- The inspector also spoke with parents.

Inspector

Rebecca Hurst

Full Report

Information about the setting

West Byfleet Nursery opened in 2010 and is managed by West Byfleet Nursery Limited. The nursery is registered by Ofsted on the Early Year Register and compulsory part of the Childcare Register. It operates from four main rooms based within a single storey building on the West Byfleet Infant School campus. There are two outdoor play areas for children's use.

There are currently 124 children on roll,. The nursery is in receipt of funding to provide free early education to children aged three and four years. It supports children with special educational needs and/or disabilities and those learning English as an additional language. Opening hours are from 8.30am to 3.30pm from Monday to Friday, during term time only. There are 19 staff members who work with the children and of these, 13 have an early years qualification to level two or above. There are two members of staff with Qualified Teacher Status.

What the setting needs to do to improve further

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

- support children's early writing skills, by encouraging them to 'sign' their work for themselves
- extend partnership work with parents of children learning English as an additional language, through staff learning key words in their home languages, further help vocabulary acquisition.

Inspection judgements

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

Children are happy and settled in the care of the staff. They have secure bonds with the staff, which build their self esteem and confidence. Children enjoy snuggling up to staff for cuddles, reassurance and support. The support of children with special educational needs and/or disabilities is good. Staff work closely with both parents and other agencies to set children realistic targets to achieve. This enables all children to make progress with their learning and development. Staff currently do not fully support children's home languages as they have not obtained key words from parents to make children feel as welcome as possible when they first attend. However, children do attend 'chatterbox' sessions and staff use nursery rhymes, explanations and praise effectively to help develop all children's

communication and language skills.

Planning is effective in helping children progress with their learning and development. Staff plan children's next steps in learning around their interests. Staff share with the parents what the children are learning and find out what they have been doing at home. This knowledge is then used to inform the planning. Staff and parents work together to complete the children's starting points. These are then used to underpin planning. Staff track the children's progress using development milestones. These are used successfully to see if children require support with their learning and development. Detailed reports following the progress check for children aged between two and three years, are shared with parents, so they can see the progress their children have made. Given the children's starting points they are making good progress and gaining the skills they will need for their future learning.

Staff take time to teach the children about the local community they live in. Staff find out from the parents the children's backgrounds and use this to plan different festivals and celebrations from around the world. This is teaching children about equality and diversity.

Children thoroughly enjoy painting activities. Staff talk to the children about what they are painting and get them to describe their work. This allows the children to extend their vocabulary skills. During art activities, however, staff miss chances to develop children's literacy skills further by not encouraging children to try writing their names on their pieces of work. Staff talk to them about dates and make sure they understand what the numbers mean. This enhances their mathematical skills.

Role play is strong across the nursery. Children are encouraged by all staff to use their imaginations, for example, when thinking of destinations they might go to on holidays. They pretend to order food and talk about the activities they would do. Staff ask questions, such as 'When in the sun, what do we need to do?' Children respond correctly, knowing they need to wear sun protection cream. They imagine going for a swim, moving their bodies in different ways. One child announces she has lost her passport before boarding the plane home, so they all go and make passports to use. This good quality active play supports the children's learning across all areas and is guided by the children's suggestions, so sustaining interest.

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

Children learn about keeping safe through the staff's effective support. They learn how to handle scissors and they participate in regular fire drills. These practices help children to understand what to do in an event of an emergency. Staff work with parents to settle children into the nursery. They look at the children's interests and use these to settle them in. Staff work with the children to prepare them for school. Staff teach children how to dress and undress and discuss the routines they will have when they start school, which helps to prepare them well for this transfer.

Staff use resources well to promote all areas of learning and all resources are stored so

that children can help themselves to what is available. This system promotes the children's independence skills. All staff are consistent in their approach to behaviour management. They take time to talk to children about the importance of sharing and working together. Staff make good use of sand timers so children can learn about time and taking turns. Given the children's ages and stages of development they behave well.

Children extend their independence during snack and lunch times. They all take turns to wash their hands and get their own snack from their trays. Staff sit with the children and talk to them about what they are having and the importance of eating their sandwiches and fruit. Staff make sure children have drinks and encourage them to pour their own, providing help if needed.

Staff teach children about healthy lifestyles well. Children grow some fruit and vegetables. They have daily opportunities for exercise. They enjoy using an extensive range of resources to promote their physical development. They thoroughly enjoy climbing frames. These are of different sizes, to support all children's differing ages and abilities. Children show skill in using scooters and bikes. They move safely around the play areas.

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

The manager is fully aware of how to meet the safeguarding and welfare requirements, and those for learning and development. Staff have a secure knowledge of safeguarding and child protection. Robust recruitment procedures are in place to check the suitability of staff working with the children.

This inspection took place following the provider's notification to Ofsted of an accident to a child. The inspection found that staff were fully aware of their responsibilities and took all necessary steps for appropriate treatment, informing parents and the relevant authorities. The manager carried out a full review of the outdoor area following the accident and is in the process of covering the pathway with soft flooring. In addition, detailed risk assessments are in place to make sure risks are minimised or eliminated.

Staff plan and provide a good range of experiences for children in all areas of learning and they monitor their progress well. As a result, children make good progress. The pre-school's self-evaluation process is strong. Leadership and management involve the parents by gathering their views on the service they provide. They also assess the activities to make sure they are meeting the children's individual needs. Staff seek the views of the children for what new resources they would like to have. Staff are responsive to the users of the service that they provide. Staff attend various training events to enhance their practice and effective outcomes for children. Staff evaluate the planning to make sure it meets the learning and development needs of the children that attend. The staff team is fully involved in all aspects of the evaluation to continue driving improvement of the provision for children.

Staff work closely with the parents and they regularly share information with them about

the progress their children are making. Staff provide daily feedback and work with them if they have any concerns about their children's development. Staff also work closely with other agencies that are involved in the children's care to gain appropriate additional support when required.

The Childcare Register

The requirements for the compulsory 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	EY406895
Local authority	Surrey
Inspection number	909827
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	72
Number of children on roll	124
Name of provider	West Byfleet Nursery Limited
Date of previous inspection	15/09/2010
Telephone number	01932 354284

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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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