

Timbers Day Nursery

7 College Hill, Haslemere, Surrey, GU27 2JH

Inspection date	08/04/2013
Previous inspection date	28/10/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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's behaviour is good throughout and they play co-operatively and happily with their peers. Staff act as good role models and treat children with kindness and respect.
- The effective key worker systems enable children to feel safe, happy and secure in the nursery.
- Partnerships with parents are strong. Parents share information about their children with the key person to enable staff to provide consistency of care.
- All staff undertake comprehensive training so that they are continually updating their knowledge and understanding.

It is not yet outstanding because

- there is more scope to improve children's understanding of number recognition in the outside play area
- children have fewer opportunities to look at books that reflect people who are special to them in their lives, to further promote their enjoyment of books.

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.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, self-evaluation, policies and procedures.

Inspector

Hazel Farrant

Full Report

Information about the setting

Timbers Day Nursery opened in 1995. It is one of a group of nurseries owned by Asquith Nurseries Ltd. It operates from a large Victorian house in Haslemere, Surrey and is close to local amenities. Children are accommodated in age related rooms on the ground and first floors. They have access to an enclosed garden with a separate area for babies. The children attend from the surrounding urban and rural areas. The nursery is open each weekday from 7am to 6.30pm for 51 weeks of the year. The nursery is registered on the Early Years Register. There are currently 52 children on roll. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The setting supports children with special educational needs and/or disabilities as well as those who learn English as an additional language. The nursery employs 17 members of staff to work directly with children, of whom 10 hold an appropriate early years qualification.

What the setting needs to do to improve further

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

- provide number labels for children to use outside, for example by putting a number label on each bike and a corresponding number on each parking space
- make family books to include photographs of the child's family members and significant people in their life.

Inspection judgements

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

Children enjoy taking part in a wide range of activities and challenges which results in them making good progress across all the areas of learning. Through effective observation and assessment of children's development, activities are planned to meet their individual needs and current interests. Any concerns in children's development are identified at an early stage. This is because staff are effective in their monitoring of children's progress and complete a progress summative record and tracker sheet every three months. The completion of the progress check at age two, ensures that younger children's development is tracked and early intervention sought should this be necessary. This ensures any gaps in learning are addressed at an early stage. Effective individualised planning means that children are eager to move on to their next stage in their learning and development in a fun and enabling environment.

Children demonstrate their creative skills and imagination when participating in fun and engaging activities. For example, babies delight in making their own music as they shake bells and tap the tambourine. Older children role play in the outside playhouse, pretending to hide from the 'big bad' wolf. Children busily sow sunflower and vegetable seeds into seed trays. Following on from this activity, children then draw pictures of how their sunflowers will grow. They notice changes in the environment too. Children experiment where they should place their windmills in the garden to catch the most wind. This encourages the children's thinking skills. Children learn about shapes as they look around the garden and notice that a window is a square. However, further consideration is not given to provide more activities to promote children understanding and recognition of numbers in the outside area.

The good organisation of the rooms and the well-planned activities means that children are able to make independent choices in their play. For example, babies access treasure baskets that are positioned on the floor so that they can choose the objects they want to explore. This enables babies to develop their exploratory and investigation skills. Older children develop their communication and social skills as they confidently ask questions, play cooperatively with their friends and take turns in their play. Books are available in each room so that children learn from an early age the pleasure of reading. However, staff have not looked at other ways to further improve young children's engagement with books. For example, with the use of photograph albums of the child's family members or significant people in their lives, in order to boost children's self-esteem by looking at and talking about those people who are special to them. Children have daily opportunities to explore outside, enabling them to develop their physical skills and benefit from fresh air and exercise. For example, they develop their large muscle control, balance and coordination well as they run, jump and climb.

Partnerships with parents are strong. Parents share information about their children with the key person to enable staff to provide consistency of care. Parents and staff work very well together to meet the children's individual needs in a variety of ways. The nursery provides informative information which helps parents understand how the activities they do at home support children's learning and development. Staff are readily available to talk with parents about their children. In addition to this, parents complete home learning stories giving details of family events and their child's particular interests. Staff demonstrate an excellent understanding of how children learn and plan their activities based upon this knowledge. Therefore, children are challenged, make good progress in their learning and gain the necessary skills in readiness for school when the time comes.

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

The effective key worker systems enable children to feel safe, happy and secure in the nursery. A key person is assigned to each child and parents confirm they know who their child's key person is. A secondary key person is in place, who acts as a back-up in the event of absence. Children develop close attachments to staff and are happy to be left at nursery by their parents. Staff are very attentive to babies' individual needs and sit and

play with them, thoroughly enjoying their day together. Parents comment on how well their children settle and look forward to attending nursery. Staff greet the children warmly when they arrive and are helped settle into the day by familiar adults. Children receive comfort from caring staff should they have trouble settling down for a sleep or when they just need a cuddle if they are upset.

Children behave very well in the nursery and staff are good role models for their behaviour. Staff are extremely patient with children and allow them time to think and make decisions. The deployment of staff is effective and results in staff spending lots of time playing with small groups of children. Children are encouraged to take controlled risks so that they learn how to keep themselves safe. For example, they learn how to ride a tricycle down the slope in the garden and how to use scissors safely. Children are courteous saying 'please' and 'thank you' without reminders and take turns to share toys and equipment. Children are encouraged to help tidy toys away and respect their environment.

Children benefit from a healthy diet at the nursery. Menus are rotated regularly and fresh fruit and vegetables and healthy snacks are served every day. Children learn how to be independent. For example, they help prepare snacks, set the dinner table and use the bathroom independently getting help from staff when needed. Children know why they need to wash their hands after using the toilet and before meals. The well-resourced outdoor play area benefits children physically and they have plenty of space to play energetically. They also go out on walks to the local park. The nursery is a clean, well-resourced and welcoming environment.

As children progress through the nursery they receive lots of support to build their confidence in their new environment. For example, they make visits to their new room along with their key person which ensures they receive sensitive support during times of change. There are good partnerships in place with other settings that children also attend. As a result, a shared approach to care and learning is achieved. Children prepare well for school they are co-operative, independent, well behaved and can concentrate for long periods of time.

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

The management team and staff have a good understanding of their responsibilities in meeting the safeguarding, welfare, learning and development requirements. As a result, all legal requirements are successfully met. The well-established procedures and systems in place demonstrate that staff are and remain suitable to work with children. Management demonstrate that these procedures are implemented rigorously to help safeguard children. Staff performance is also supported and monitored through regular peer observations and supervision to ensure staff are fully supported in their professional development. The staff team are experienced and well-qualified. They attend training to ensure their knowledge of current safeguarding procedures is up-to-date. As a result, staff know how to recognise any signs and symptoms of concern and also how these are to be

referred to the appropriate persons. The written safeguarding policy reflects how the nursery manages the use of mobile phones and cameras and is rigorously followed.

Staff implement effective teaching methods which motivates children to learn. Their understanding of the learning and development requirements is secure which enables them to consistently plan for the next steps in children's individual learning. There are good systems in place to monitor the quality and effectiveness of all aspects of the nursery. Staff are confident in the delivery of a broad range of experiences that are planned to help all children make progress in all areas of learning.

The manager and staff understand the importance of working with other agencies and providers to help support children's ongoing learning and development. Parents are signposted for additional support as and when necessary to ensure children receive the help they need. Staff develop secure partnerships with parents. They relate well to parents, speaking with them in a friendly but professional manner. There are clear systems in place for gathering information from parents before children start at the nursery. This enables staff to be informed and able to plan for individual learning. Parents express high levels of satisfaction with the service provided.

The nursery has met the recommendations set at the last inspection in order to improve the quality of the provision. Effective systems for the continuous improvement of the nursery are working well and there is a strong vision for further improvements. Ongoing reflective practice along with subsequent action plans enable priorities to be clearly identified and acted upon. Evaluation systems include the views of staff, parents and children in the nursery.

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	EY286439
Local authority	Surrey
Inspection number	908644
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	94
Number of children on roll	52
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	28/10/2009
Telephone number	01428 645001

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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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