

Teddies at Marlborough House Nursery School

United Reformed Church Hall, 4 Speer Road, Thames Ditton, Surrey, KT7 0PL

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|--------------------------|----------------|
| Inspection date | 15/04/2013 |
| Previous inspection date | Not Applicable |

| 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

- Staff are dedicated and professional and work effectively together so all children have positive play and learning experiences.
- Children's personal, social and emotional development is very good. They behave and play exceptionally well together.
- Children are happy, motivated and eager to learn. They make good progress with their learning in all areas.
- The leadership and management of the nursery are strong. They are keen to continuously develop nursery practice to provide high quality care for all children.

It is not yet outstanding because

- The outside area is not as stimulating as the indoor environment to maximise children's learning opportunities.

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 children's play, both indoors and outside.
- The inspector sampled documentation, including children's development records.
- The inspector discussed nursery practice with both the owner and staff.
- The inspector took into account the views of parents spoken to on the day of inspection.
- Full Report

Inspector

Cathy Hill

Full Report

Information about the setting

Teddies at Marlborough House Nursery School is one of two privately owned nurseries. It re-registered under the current ownership in 2012 and operates from two large rooms in a church hall. Children have access to an enclosed outdoor play area. The nursery school is situated in a residential area of Thames Ditton, Surrey and is registered on the Early Years Register. It is open each weekday from 9am to 1pm during term time only. There are currently 51 children aged from two to under five years on roll.

The nursery supports children with special educational needs and/or disabilities and those who have English as an additional language. There are nine members of staff; eight of whom hold appropriate early years qualifications to at least level 3. This includes one member of staff who has attained Early Years Professional Status. The setting is in receipt of funding for the provision of free early education for three and four-year-olds.

What the setting needs to do to improve further

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

- consider ways to develop the outdoor area further to provide a highly stimulating environment; for example, by using word and number labels to enhance children's opportunities to learn about words and numbers.

Inspection judgements

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

Children enjoy themselves at the nursery and spend their time positively, learning through active play. Staff obtain information from parents about children's starting points and plan activities to progress children's learning based on their ongoing observations of their development. Staff maintain learning journals for all children and keep a track of their development in all areas, completing progress checks on two-year-old children as required. Parents confirm they feel involved with their child's learning and receive very good feedback about their development. The nursery provides a selection of books parents can share with their children at home. Each child also has an 'All about me' book for parents to share information with the nursery about children's home events. Children make good progress with their learning, as their main carers have a good knowledge of their development and can consistently support their learning.

Children's personal, social and emotional development is very good. They quickly settle to an activity of their choice after arrival. They are genuinely pleased to see their friends and

walk round holding hands as they excitedly chat to one another. Children understand nursery routines. They know when they hear a tambourine, it is time to gather for circle time. They join staff in singing the 'good morning' song and this provides a welcoming and positive start to the session for all children. Staff understand how to support children's learning and plan a variety of activities which provide children with daily opportunities to progress in all areas. Children learn about the natural world and growth as they plant produce in the nursery garden. Staff develop children's awareness of print carrying meaning as they read the label on display by the potatoes they have planted. They ask children questions to make them think and to reinforce their learning. For example, they ask them if they can remember what plants need to grow; children correctly reply 'water and sun'. Staff encourage children to use their senses when planting a variety of herbs. Children gently touch the leaves, for example on sage and rosemary plants, and notice they feel different. They smell the plants and eagerly work together to plant them. Staff extend children's vocabulary as they name all the plants.

Children have good opportunities for free creative expression. They freely paint, model with dough, and use recycled materials to make models of their choice. They draw, colour and write and are given time to complete activities at their pace. Children are proud of their efforts. For example, they show their collage teddy bear picture to others before carefully placing it on a drying rack. Staff have a good understanding of children's individual learning needs and provide sensitive support to all children, including those with special educational needs or English as an additional language. Children's small muscle control is developing well and they competently use scissors to cut out and name a triangle shape from a large sheet of paper. They independently solve problems. For example, a child holding some boxes while sitting in a small car realises the boxes need to be passed to another child to hold before they can climb out of the car. Children demonstrate an interest in books as they choose to sit together and 'read' stories to one another using picture clues for the storyline. They understand how to use technology and skilfully manipulate the mouse to change programmes on the computer. Children enjoy outside play and the freedom to develop their physical skills as they run around, ride on the tricycle and carefully negotiate walking across a balancing beam.

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

Positive settling-in procedures effectively support children in successfully moving into nursery life. Each child has an assigned key person and they show secure attachments are in place as they turn to their key person for support and cuddles. Staff are very kind and caring and sensitive to children's needs for reassurance or rest during sessions. They understand when to support learning and when to allow children time for independent exploration. Consequently, children behave well as they are allowed to follow their interests. They play exceptionally well together and display good manners, for example, as they politely thank others for passing the paint pot to them. There is a wide range of activities and resources accessible to children indoors which promotes learning in all areas. Children's artwork is on display indoors, together with educational posters and labelling on resources to provide a stimulating and print rich environment. Outside, staff set out a

variety of equipment. However, the outside area does not provide children with as much stimulation as the indoor area. It has, for example, no key word or number labels to enhance their outdoor learning opportunities.

Children develop a good understanding of a healthy lifestyle as staff provide them with healthy snacks and daily opportunities for fresh air and exercise. Children wash their hands before they sit sociably together for a snack of carrot, orange, banana, apple and crackers. Healthy eating posters on display in the snack area help reinforce their awareness of a healthy diet. Outside, children show good control of their movements as they skilfully ride around on wheeled toys. They demonstrate an understanding of safety as they manoeuvre carefully around others at play. Children use a variety of tools safely indoors, for example, scissors when cutting out at the craft table. Staff are vigilant to safety as children play and quickly intervene to explain why, for example, it is not safe to wave tape measures around. They support children in developing their future skills in readiness for the next stage in their education. Children show developing independence with their clothes as they put on their coat before playing outside. They show an understanding of cooperative play as they work together to help tidy resources away.

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

The leadership and management of the nursery is strong. Management has a good understanding of the safeguarding and welfare and learning and development requirements. Documentation is in place to underpin all areas of practice. Staff are welcoming, enthusiastic and professional. Recruitment and induction procedures are rigorous in ensuring all staff are vetted and suitable to work with children. All staff attend safeguarding and first aid training and their continuing professional development is encouraged by management. Staff securely understand the procedures to follow should they have any safeguarding concerns. They carry out a thorough safety check of the nursery environment every morning so that children can play safely on arrival.

Management monitor nursery practice to ensure children's learning needs are met. They make sure staff have the required professional knowledge to effectively support children's learning by supporting their attendance at training, for example, about planning, observation and assessment. Partnerships with parents and others involved in children's care and education are good. Extensive information about nursery practice is available for parents on the nursery website and is also on display within the nursery. Parents are complimentary about the nursery and state they 'love it' and that it is a 'very positive' experience for their children. The new leadership and management of the nursery are very keen to develop practice to benefit all children. They seek feedback from parents and have already acted on suggestions made regarding opening hours. They recognise their staff team is one of their strengths and have completed a self-evaluation form identifying priorities for future improvement.

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 | EY452607 |
| Local authority | Surrey |
| Inspection number | 885865 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 34 |
| Number of children on roll | 51 |
| Name of provider | Marlborough House Nursery School Ltd |
| Date of previous inspection | not applicable |
| Telephone number | 02083988839 |

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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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