

Thorpe Nursery Preschool Ltd

Manor Farm House, Coldharbour Lane, Thorpe, Surrey, TW20 8TE

Inspection date	17/06/2013
Previous inspection date	11/01/2011

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children make excellent progress in their learning and development because they are excited and motivated by the wide range of fun and stimulating activities planned for them.
- Children feel safe and secure within a warm and welcoming environment because the highly effective key person system enables them to form secure attachments with the staff.
- The garden is an exciting and rich learning environment in which children develop high levels of confidence and independence.
- The manager/provider and her staff are committed to continuously developing their practice in order further enhance outcomes for all children.

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 spent the majority of the inspection observing the children and staff.
- The inspector sampled children's information and development records.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector discussed settling-in procedures and how staff work with parents.
- The inspector discussed safeguarding matters and observed how behaviour management issues are managed.

Inspector

Christine Bonnett

Full Report

Information about the setting

Thorpe Nursery Preschool Ltd registered in 2010. It is managed by a company limited by guarantee, and is a registered charity. It operates from two floors within Manor Farm House Thorpe, Surrey. A lift is not available. The pre-school is open each weekday from 8.30 to 3pm during term time. Children have access to secure garden for outdoor play area.

There are currently 67 children aged from two years to under five years on roll, some in part-time places. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities, and also those who speak English as an additional language. It is registered on the Early Years Register. The preschool employs nine staff, of whom eight hold appropriate early years qualifications. This includes two staff members who have Early Years Professional Status.

What the setting needs to do to improve further

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

- organise visits to different parts of the local community in order to strengthen children's understanding and knowledge of the world around them.

Inspection judgements

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

Children thrive in the extremely friendly and welcoming pre-school. All the staff are highly knowledgeable about how children learn. Consequently children enjoy rich experiences that successfully promote all areas of learning. The staff use highly effective systems to accurately monitor and assess the children's stage of development in order to provide activities tailored to the children's individual needs. The information gained from the observations and assessments is used to compile the children's progress check at age two. Because of the close and accurate monitoring of the children's progress, staff quickly identify if children need additional support to help them learn. Staff work closely with other professionals to ensure all children receive the help they need to help them achieve. Parents provide a wealth of information about their child when they start the nursery to help ensure that the care provided is consistent and appropriate. This information also helps staff plan appropriate play for the child's arrival. Children borrow books from the nursery so that parents can read to them at home and further support their learning.

Children benefit from an exciting mix of adult led and child initiated activities throughout the day. Staff skilfully use every opportunity to extend the children's thinking and confidence to make decisions. For example the children were asked to think about the variety of resources needed to create a fire station in the role play area as part of the 'people who help us' theme. They confidently suggested that they needed helmets, water, a siren and a range of other associated items. They then went off to see what they could find. Although children learn about people and places in the community, they have limited opportunities to go on local outings and experience first-hand what is around them. Staff listen to the children and take advantage of how they can turn the child's comments into a learning experience, such as looking at the tadpoles. Children observed that the tadpole's legs had disappeared, but more excitingly, there seemed to be a snail in the water. Staff suggested that the magnifying glasses were used to check this out. The children enthusiastically found the glasses and inspected the tadpole tank, developing their knowledge and understanding of the growth cycle.

The outdoor area provides an excellent learning environment for children. The large mature garden enables them to develop physical skills and confidence in their ability by taking controlled risks. Staff vigilantly monitor the children as they climb trees and swing from the climbing frame. The free-flow system allows children to choose to play indoors or out throughout the session. Consequently they have plenty of time and space to create imaginative games together and form friendships. Children build structures from crates and pretend it is a kitchen and then play 'going to the shops' with their friend and do some digging in the soil on the way. Children display immense motivation to learn and excitement at discovering new things. For example, digging up worms and feeling them in their hands. All the while staff introduce new words, such as 'wiggly', and encourage the children to count how long it takes for the worm to disappear back underground. This spontaneous activity demonstrates the staff's ability to promote many areas of learning at the same time and in fun ways.

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

The key person system is highly effective in ensuring that children are helped to form secure attachments with staff. Staff negotiate with parents to plan an appropriate settling-in period that suits both the needs of the child and the parent. Staff are sensitive to the needs of the children and provide care and kindness to help children feel safe, behave well and develop a sense of belonging.

Children's behaviour is excellent because they know what is expected of them and also because they spend their time well-engaged in purposeful play. Children develop extremely good self control. They listen to staff and concentrate well during activities. Developing good listening skills helps children learn how to keep themselves safe. For example, staff hang a picture sign on the garden door to enable children to know when the garden has been safety checked and is ready for use. If the sign indicates the check has been completed, children know that a staff member is outside and they can join her. Staff also plan activities to help children understand how to keep themselves safe outside of the nursery, such as by staying close to their parent in shops.

Children learn the importance of developing a healthy lifestyle. They enjoy fresh fruit and salad vegetables at snack time and staff encourage them to eat the most nutritious food in their packed lunch first. Older children explain the potential hazards of not washing their hands at appropriate times. As well as having a large and well equipped garden to play in for physical exercise, the nursery also has a ball-pond indoors. This is beneficial because it provides children with the opportunity for physical play in the worst weather conditions.

The highly stimulating learning environment is well equipped with resources that are freely available for the children to access as they choose. This enables children to initiate their own play and learning experiences. The skilful staff measure when to intervene and extend the children's learning further, or simply observe and let the play develop freely.

All the children are grouped together, irrespective of their age. Consequently older children act as good role models for the younger ones. The younger children quickly acquire social skills and develop independence by observing and being part of what the older children achieve. These positive experiences, including the promotion of independence and confidence, provide a solid foundation for children's next stage of learning at school. Staff prepare development reports to pass to the children's schools and those attending the village school have the opportunity to visit beforehand to familiarise themselves with the building.

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

The manager/provider is firmly committed to providing high quality childcare. She effectively shares her aspirations with her motivated and highly skilled staff team. The manager/provider maintains a close overview of how the learning and development requirements are implemented in order to ensure that children's individual needs are met appropriately. The thorough supervision and appraisal system supports staff to develop and enhance their skills in order to provide the best outcomes for children.

All staff understand the importance of safeguarding the children's well-being. The designated safeguarding staff member has attended appropriate training to enable her to report any concerns and liaise effectively with other professionals. The robust recruitment procedure ensures that all staff undergo the appropriate checks to assess their suitability to work with children.

Self-evaluation is firmly embedded in the practice of the nursery. The manager/provider and staff meet routinely to assess their practice and develop new initiatives. Since the last inspection, links with other providers that children have contact with, such as childminders, has been strengthened. This ensures that there is a constant two-way flow of information between them in order to fully support the needs of the children. Another new initiative is the development of the communication and language programme by introducing phonics into the teaching. A similar programme focussing on mathematics is about to be introduced to further enhance the existing teaching methods. Parents share

their views about the nursery by completing questionnaires. All feedback from them is welcome.

Nursery staff establish very positive partnerships with parents and regularly share the development records with them. The staff recently held a 'Meet the team' evening. This gave parents of children about the join the nursery the opportunity to experience a practical play session by engaging with the resources. The evening was thoroughly enjoyed by all and enabled parents to understand more about how children learn through play. At the inspection, parents commented that they are very happy with the quality of the service the nursery provides for them and their children.

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	EY409031
Local authority	Surrey
Inspection number	919822
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	67
Name of provider	Thorpe Nursery Preschool Ltd
Date of previous inspection	11/01/2011
Telephone number	01932 569 592

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

