

Nutfield Day Nursery

Church Hill, Nutfield, Redhill, Surrey, RH1 4JA

Inspection date	04/09/2013
Previous inspection date	28/04/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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

- The provider and staff team are totally dedicated to inspiring children to learn and develop their skills to the highest levels. This enthusiasm and staff's high expectations inspires children fully engage in their learning and nurtures their interest and curiosity.
- All teaching staff are extremely passionate about their own personal learning and development and as a result, the provision is able to deliver a broad range of specialist skills.
- Staff have excellent relationships and understanding of the children in their care and their families. As a result, staff are highly skilled at assessing children's starting levels and form challenging activities based around the children's interests.
- The setting is extremely well resourced and staff provide exemplary learning opportunities to the children. Therefore, children are fully engaged in enjoyable and engrossing activities throughout the day, both inside and outdoors.
- Children are exceptionally well cared for and therefore, make outstanding progress in a safe, happy and vibrant environment. They are encouraged to develop independence and responsibility, which enables them to become confident learners in preparation for school.

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 activities in the main classrooms/gardens and accompanied children on a countryside walk in the surrounding area.
- The inspector had discussions with the provider, children and staff.
- The inspector undertook joint observations with the provider during the walk through the surrounding countryside and woodlands.
- The inspector sampled a range of documents, including children's records, safeguarding procedures, risk assessments and procedures for ensuring children's safety and the nursery's self-evaluation.
- During the inspection, the inspector spoke to some grandparents and read documentation from parents and carers, taking account of their views.

Inspector

Erica Ward

Full Report

Information about the setting

Nutfield Day Nursery is privately owned by A. Bergin and L. Bergin Partnership and was registered in 2001. It operates from five rooms on the ground floor of a large detached house in the village of Nutfield, Surrey. The nursery has an open-plan layout and children are cared for in separate age groups. In addition, each age group has its own resources and outside area. The nursery has extensive gardens and grounds, which are used throughout the year. Opening hours are usually 8am to 6pm. The nursery opens extended hours by special arrangement from 7am to 7pm to accommodate some parents' needs. Although, in the interests of children's welfare, individual children are not able to attend for longer than ten hours a day. There are currently 86 children on roll, aged from birth to five years. These children attend either full-time or part-time, from two to five days a week. The nursery is in receipt of funding for free early years education for children aged three to four years. Provision is in place to support children with special educational needs and/or disabilities and children who are learning English as an additional language. It also offers Forest School education. The nursery employs 22 staff, 18 of whom hold appropriate early years qualifications. One other member of staff is working towards a qualification and two members of staff have attained 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:

- enhance the procedure for implementing the mobile phone policy by explaining it clearly to all visitors on arrival.

Inspection judgements

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

Staff use the exceptional facilities extremely well to promote children's learning. The layout is particularly good, both internally and externally and there is an abundance of stimulating, high quality resources. Staff use these well, which enables every child to follow their own interests, at their own pace, and supports them to reach their full potential. The staff team have an excellent understanding of how children learn and develop and work exceptionally well in partnership with parents. This leads to an extremely high understanding of each individual child's specific needs. Children's individual development plans are excellent in meeting their learning needs. Staff encourage children to take and develop photographs that show the activities they enjoy. Children and staff reflect on these images and identify next steps of learning. For example, children learn how to plant, grow and harvest their own peas in the vegetable patch. This also fits in

with the provision's Forest School approach, where children learn through experiencing real things in the natural world.

The inspirational leadership and the staff's passion for self-development underpin the educational programme. As a result, the staff use many types of successful monitoring and assessment tools, and multiple teaching strategies. For example, the team uses the 'Every child a talker' (ECAT) programme, which includes highly effective teaching strategies to support children's communication and language skills. For example, if children's language development is at the stage where they only links two words, the teacher will only use two words in response. The staff support children with English as an additional language with these and other strategies, such as signing extremely well. The use of children's home language is valued and encouraged and parents are involved in supporting this by making posters of key words that are significant to their child. Meticulous monitoring systems identify children's levels of progress across all areas of learning. They identify strengths and specific target areas for improvement. They also ensure that any children at risk of delay have their special educational needs and/or disabilities identified early. This leads to the nursery being able to refer children to specialists to gain effective support.

Nursery staff ask children challenging questions, which support and extend children's learning and encourage them to use deeper levels of thinking. Children learn how to do things for themselves. For example, by making their own beds for their sleep and serving their own food and drinks at lunch. This promotes high levels of self-esteem and advanced learning skills. Children make dens, spider's webs, maps and arches out of natural materials which helps them to learn about shapes, construction and advanced fixing techniques. The younger children take care of the fish and rabbits and have immense fun stroking and feeding them. The walks through the countryside provide unlimited opportunities for learning and the children are happy to be outside in all weathers. When it is dark or foggy, the staff help children to keep safe by providing them with high visibility vests and head torches. They keep children safe and warm by the campfire and heat up some food. In warmer weather, there are large paddling pools and a waterslide that help to keep the children cool, as well as learning about the properties of water. The children learn about time by using stopwatches and sand timers. They have chances to use climbing facilities, both inside and out. Children are able to paint, mark-make, draw, write and create in many different ways, both on a small and large scale. Staff have mounted impressive wall canvases that they have created. Motivational book and role play areas allow children to act out real life situations and encourage imagination. Staff encourage children to use the touch screen computer with stimulating educational programmes. This, along with conventional computers, information technology toys and interactive books enables children to develop excellent early skills in technology.

Parents reinforce children's learning at home extremely well and feel very involved in their children's education. The children's files contain various observations that the parents have carried out with their children at home and there are many examples of positive parental feedback. Some parents communicate with the setting by email, where they discuss childcare arrangements and their children's progress. A highly effective flat screen monitor displays a slideshow of the children at home, on outings or on holidays and so on with their family. The children thoroughly enjoy this as it helps them to share their

experiences with others in the setting.

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

Children's well-being is at the heart of everything the staff do and, as a result of this and their excellent partnership with parents, children settle quickly. On the day of the inspection, it is the first day for several children. These children are happy and smiling throughout the visit. Children are extremely confident in both their relationships with adults and each other. Their behaviour is exemplary; they listen attentively and work with and care for others really well. Children understand the ground rules and that these are there to keep them safe, resulting in an exceptional awareness of safety and assessing risk. This is due to children learning about safety through real life experiences. For example, the staff are highly competent at assessing risk, knowing when to intervene and when to let children try things for themselves, for instance, when out walking. The children pull a long handled wagon full of things that they may need on their trip and for bringing things back to nursery. Children are supervised, but left to their own devices, when pulling the wagon down a grassy slope. However, when an individual child is pulling it along a narrow path and it starts to gain speed, a member of staff assists, maintaining safety.

The nursery is extremely clean and there are many examples of high standards of health and hygiene. For instance, the open plan kitchen is scrupulously clean and children have their own named drinks bottles, which they say, 'stops germs and illnesses'. In the toilet, there is a large basket of fresh, clean floor mats and children use disposable tissues for cleaning up spillages. There is an excellent selection of healthy foods provided throughout the day and nearly all staff have food hygiene qualifications. Children display an excellent knowledge of how to keep healthy as they spend much of their time outdoors in the fresh air and grow their own vegetables and herbs.

Staff keep first aid kits fully stocked and all first aid training is up to date. They also take first aid kits out on trips, in case of accidents. Children are aware of what can hurt them and are conscious to avoid brambles and nettles when out in the countryside. They use sunscreen and wear hats when it is hot, and are aware of the need to drink water to help to stop them becoming thirsty. Staff keep medical records and children's contact details up to date and all staff are aware of children's specific needs and care plans.

The key person system is exceptional and plays a critical role in children's progress, learning and emotional security. In this particular setting, the key person remains the same throughout the child's journey through the entire nursery. When the child starts in the 'baby room', the key person does too, and then together, they move from room to room. This works extremely well and means that key staff know the children and their parents exceptionally well. This helps them to support children through their major milestones, learning and transitions, both within the nursery and in their transition to school.

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

All staff have training in safeguarding and child protection and staff update these skills regularly. The nursery's lead in charge of safeguarding holds level three training and the deputy in charge holds training certificates at level two. The settings' policies and procedures are impressive and staff make every provision to keep children safe. To further enhance children's safety, the setting has a specific, comprehensive, policy in relation to the use of mobile telephones, personal cameras and social networking sites. The details of which are known to all parents, staff at the setting and other professionals who work with the children. Staff always accompany visitors during nursery visits to keep children safe. However, they do not routinely share this policy with visitors upon arrival, which slightly reduces otherwise highly effective practice. The settings' policy for child collection is meticulous. There is evidence of parent communications giving detailed descriptions of people picking up their child, despite there already being a password system in place.

Inspirational leadership, reflective practice and a strong desire to continue to deliver excellent services has helped to ensure that this provision remains outstanding. Staff are enthusiastic about their own self-development and they are eager to gain further skills. The management supports this thoroughly. For example, 13 members of staff are Forest School trained. Another has completed a six-month early language course, with a desire for the provision to become a specialist centre for speech and language in the future. The appraisal systems include inspirational ideas and feedback and management support staff, in maintaining and further developing their personal skills. The provision and staff team work together extremely effectively and share their knowledge, experience and learning with each other. For example, when doing her degree one of the staff members shares information about the acquisition and development of the French language, to further support a child in her care. The nominated person completes regular observations and supervisions of the staff. The findings of these are sometimes fed back immediately and are brought together monthly when staff also fill in forms about their strengths and areas for development. The nominated person then uses these to identify optimum areas for further development and discusses plans for achieving these with staff.

The leadership and management team keep themselves informed by attending borough network meetings for professionals holding Early Years Professional Status. Then, within the nursery, there are weekly staff meetings where the staff team discuss and identify children's needs and set children's individual planning. This demonstrates the provider's commitment and understanding of their responsibility to meet the learning and development needs of the children. They pass on training skills and information about any other important issues, so that this keeps everyone up to date about the day to day happenings within the nursery. This includes things, such as sharing key events about children and their lives and revising policies and procedures. It also includes discussing any ideas that members of staff have about driving further improvements. The settings' exemplary partnership with parents ensures that they are also involved in this drive for continuous development. Aside from their own self-evaluation, the setting have also completed a local authority quality assessment, which enables the setting to challenge their thinking and identify possible areas for further enhancement.

Staff forge excellent partnerships with parents. For example, they offer daily verbal feedback and daily diaries for the babies and younger children. Grandparents say, 'There are lots of parents' evenings' and 'the daily reports are very useful'. They have lots of information about what has happened during the day. For example, 'that she's been smiley, what she's eaten, when she has had her nappy changed and had a sleep. Things like that.' The nursery has set up a parents' group and they are involved in making suggestions as part of the self-evaluation process. Staff support families of children with special educational needs and/or disabilities extremely well in finding specialist help, both in the nursery and externally. This helps to ensure that all children receive timely support and make progress to the best of their ability.

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	122620
Local authority	Surrey
Inspection number	825300
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	56
Number of children on roll	86
Name of provider	A. Bertin and L. Bertin Partnership
Date of previous inspection	28/04/2009
Telephone number	01737 822014

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

