

Blossom Nursery School

Cranleigh Methodist Church, 188 High Street, CRANLEIGH, Surrey, GU6 8RL

Inspection date

Previous inspection date

17/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 make good progress in their learning as they engage in purposeful play and take part in interesting planned activities.
- Staff provide a nurturing environment. They are in tune with the children; recognising when they need support and reassurance and readily provide this.
- Staff work together well as a team leading to effective organisation of the nursery session.
- The manager and her staff team continue to drive improvement through the introduction of new initiatives that enhance outcomes for children and support their learning.

It is not yet outstanding because

- Children have less opportunity to select their own resources in the outside learning environment, which restricts their ability to develop their own ideas.
- There is little in the way of labelling in languages other than English to value children's home languages.

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 and the interaction of children and staff indoors and outside.
- The inspector had discussions with the registered provider/manager, staff and children.
- The inspector carried out a joint observation with the registered provider/manager.
- The inspector checked evidence of staff suitability and sampled other documentation relating to the setting's activities and children's learning.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Debbie Newbury

Full Report

Information about the setting

Blossoms Nursery School originally opened in 2008 and re-registered under new management in 2013. It is a privately owned group and operates from Cranleigh Methodist Church in Cranleigh in Surrey. Children have access to three rooms and two enclosed outside play areas. Children come from the local community and surrounding villages. The nursery is open term time only with sessions from 9.15am to 2.30pm on Monday, Tuesday and Thursday, 9.15am to 12.30pm on Wednesday and 9.15am to 1.30pm on Friday.

Blossoms is registered on the Early Years Register and the compulsory part of the Childcare Register. It accepts children from two to four years of age. There are currently 26 children on roll, whose ages range from two to four years. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. It welcomes children with special educational needs and/or disabilities and children who speak or hear English as an additional language.

There are six members of staff who work with the children. Of these, four hold appropriate early years qualifications to National Vocational Qualification Level 3. The nursery receives support from a mentor from the local authority.

What the setting needs to do to improve further

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

- enhance the learning potential of the outside environment by providing children with greater opportunities to select their own resources and develop their ideas
- extend the use of labelling in children's home languages so these are fully valued and help everyone share in one another's similarities and differences.

Inspection judgements

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

Children are making good progress towards the early learning goals and are gaining the skills they need for school because staff have a good understanding of how children learn. Staff ask parents to complete 'all about me' forms when their child first starts at nursery. These enable staff to find out important information about children, which helps them to meet their individual needs and ease children's entry into nursery life. Key persons monitor

children's achievements and plan effectively for the next steps in their learning. Parents can see their child's learning records whenever they wish and they are kept informed about their child's progress. One parent spoken to during the inspection commented that staff have really captured her child's character in the learning journey. Staff have a secure understanding of the purpose of the progress check for children aged two. They have devised effective systems for completing this and sharing information with parents.

Children have fun at this nursery school. They independently access a wide range of resources indoors that reflect all areas of learning. Displays show examples of children's artwork and mark-making while written labels help them understand that print carries meaning. There are some children attending the nursery who have English as an additional language. Staff have devised effective means to support these children and are looking at how they can develop this further. However, children do not see their home languages reflected in the environment, for example in terms of labelling. In addition to placing value on the children's home languages, this would also raise all children's awareness of different scripts and enable them to celebrate in one another's similarities and differences.

Staff join in with children's play and respond positively to their interests. They use these to extend children's thinking by asking open-ended questions. For instance, one member of staff seizes upon a child's announcement that they have put a toy horse on top of a picture of a cat. She introduces another way of describing this as she asks 'is the cat underneath the horse?' She challenges the child further by introducing other positional terms and asking if they can demonstrate these using the toy animals. Staff plan purposeful play experiences that children enjoy. For instance, the current topic relating to a traditional nursery rhyme has provided scope for children to create a tie-dye moonscape and to go 'moon walking.' Staff create an uneven surface for children to walk over by placing the 'moonscape' over cushions and attach sponges to the bottom of children's shoes with rubber bands. They then set children the challenging task of seeing if they walk across this.

Children use their imaginations as they play in the 'dark tent'. The provision of relevant props, such as torches, cushions and blankets enable children to develop their ideas further and express their creativity. Children practise their manipulative skills as they cut with scissors and use their hands and a variety of tools to explore play dough. The nursery's new snack time arrangement empowers children to select what they want to eat. The use of number cards that depict how many of a certain item children can help themselves to enables them to make meaningful connections between numerals and quantities. Children are counting for a purpose, which supports their developing mathematical skills.

Staff support children's communication and language skills well as they encourage them to talk about pictures in story books, share their news and engage in conversation. They remind some children to 'use their words' when they point at something and introduce new vocabulary. Staff also encourage language through their use of 'chatterboxes.' These contain photographs or other special items and go backwards and forwards between the nursery and home.

Children enjoy playing outside where they investigate the different resources that staff set out for them. They make marks on large blackboards using chalks and paintbrushes dipped in water and design and build different structures with a range of construction toys. Water play is especially popular. Some children create puddles as they tip water onto the concrete while others are keen to transfer water from one container to another. Staff provide sieves and water wheels and encourage children to think what will happen when they pour the water into these. One child announces that 'it's raining' as the water trickles through the sieve. The addition of a piece of tubing and a funnel arouses children's curiosity as to what will happen when they pour water into the funnel. The resources provided do retain children's interest well. However, they are restricted to those chosen by staff. This means that children cannot fully develop their own ideas and this reduces the learning potential of the outside environment a little.

Staff add to the range of children's experiences by taking them on nature walks and out and about in the local community. They invite visitors, such as the police and fire brigade to visit.

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

Staff build positive relationships with children, treating everyone with warmth and kindness. They provide sensitive support on a one-to-one basis for new starters who are still settling into the group. Staff recognise that some children are missing their friends who have left to go to school. Overall, children behave very well. Staff intervene as necessary to resolve minor incidents, explaining that children need to take turns and not snatch toys. Staff act as positive role-models for polite behaviour and good manners as they say please and thank you to children. They remind children of the need to listen to one another when they are talking. These measures help to promote children's personal, social and emotional development in an effective way and are good life skills for the future as they encourage respect for others. Children receive lots of praise and encouragement, which fosters their self-esteem and confidence. One child, on managing to spread cream cheese on a cracker, all by himself, announces to staff 'I did it' with a big beaming smile on his face. His efforts are acknowledged positively.

Children learn how to keep themselves and others safe with the support of staff, who remain vigilant. Staff remind children about the need to walk indoors and to pick up toys so no one trips. They respond quickly to situations where children act in potentially dangerous ways and explain the possible consequences of their actions. For instance, they explain to children that they must not put knives in their mouths because they may cut their tongues.

Children follow good hygiene practices as part of the normal nursery routine. They understand that they need to wash their hands before eating and they are encouraged to fetch tissues to wipe their noses. Staff provide children with healthy options to eat at snack time. Children have good opportunities to be physically active, both indoors and outside. Staff operate a free-flow approach to outside play and set up different resources for children to explore. For instance, they practise skills of balance and coordination as

they walk along the stepping stones. Many children become excited as they take part in the indoor 'physical fun' session. They explore different ways of moving, such as jumping as high as they can. Children pretend to be spacemen on the moon who are wearing big heavy moon boots and can therefore only move very slowly.

Staff establish links with the schools children move on to and do what they can to make sure children are ready. They encourage them to become independent and they spend time talking to children about going to school.

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

The nursery school fulfils the requirements of the Early Years Foundation Stage well. It continues to evolve under the direction of the newly registered provider/manager and her staff. Strong team work is evident, which results in a well-organised session, with everyone fully aware of their role and responsibilities. Staff are enthusiastic and all contribute to the identification of areas for improvement. For instance, the nursery's process of self-evaluation has led to the introduction of a new, more robust planning system. The aim of this is to ensure that all staff have a clear understanding of the planning for each individual child rather than having to refer to the child's key person for information. Staff are encouraged to attend training to help them keep up-to-date with current practice and improve their knowledge.

The provider and staff have a secure understanding of their safeguarding responsibilities and the need to report any concerns they have about a child's welfare. Staff attend relevant training and information about safeguarding, together with contact details for the local safeguarding board, is displayed prominently. The premises are secure and staff control access. The effective risk assessment allows them to identify and minimise any hazards. The provider implements robust procedures for the recruitment and vetting of new staff and to help assess the ongoing suitability of the existing staff team. New staff understand that they must not be left alone with children until their disclosure from the Disclosure and Barring Service comes through. All of these arrangements help to promote children's safety in a positive way.

There are effective systems in place to build strong partnerships with parents and establish good communication links. There is an interesting range of information displayed within the nursery and staff and parents speak daily. The nursery's open door policy means that parents can meet with their child's key person whenever they wish. Parents speak positively about the nursery school. They know who their child's key person is, feel they are fully included in their child's learning and find staff friendly and approachable. One parent commented that she feels 'staff are brilliant with the children' and notes how much her child's confidence has grown. Another noted 'I really like that the staff follow the children's interests and that you can tell from the displays and the artwork the children bring home that it is their work and their ideas.' There are similarly effective arrangements for working with other agencies or professionals supporting children and their families and liaising with staff from other early years settings children attend. This benefits children in

a positive way because everyone is working together in their best interest to provide continuity in children's care and learning.

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	EY457303
Local authority	Surrey
Inspection number	907184
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	26
Name of provider	Claire Amy Fear
Date of previous inspection	not applicable
Telephone number	07512908151

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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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