

Nursery On The Green

1 The Green, Frimley Green, Camberley, Surrey, GU16 6HF

Inspection date	11/07/2013
Previous inspection date	09/09/2008

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 support children's emotional well-being in a very effective manner, resulting in children who feel safe and happy and who are ready to play and learn.
- The nursery has introduced some interesting initiatives to promote children's awareness of how to keep themselves safe. These help children acquire good life skills.
- Children benefit from the highly effective measures that are in place to encourage parents to share in their children's learning and their experience of nursery life.
- The importance of continuous improvement as a way of enhancing outcomes for children is fully recognised and there are effective measures in place to bring this about.

It is not yet outstanding because

- Staff do not always use opportunities that arise to extend children's learning, for example by re-shaping activities to build on children's ideas.

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 in each of the base rooms and the outside play areas.
The inspector had discussions with the manager and staff and spoke with children.
- She also met one of the regional managers and an early years advisor for the organisation.
The inspector checked evidence of staff suitability and qualifications and sampled
- other documentation, including children's assessment records and the nursery's self-evaluation form.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Debbie Newbury

Full Report

Information about the setting

Nursery on the Green and Pre-school opened in 2000. It was acquired by Casterbridge Nursery Group in 2005 and was taken over by Bright Horizons Family Solutions in 2012. The nursery operates from self-contained premises in Frimley Green, near Camberley in Surrey. Children are grouped in four base rooms and have access to a soft play room. There is a separate garden for children under two years and a large outdoor play area for children over three. The nursery serves the local community and surrounding areas.

The nursery is registered on the Early Years Register and welcomes children from three months. It opens Monday to Friday from 8am to 6pm for 51 weeks of the year, closing only for Christmas and Bank Holidays. Early drop off and late collections can be accommodated. Children may attend for a variety of sessions. There are currently 126 children on roll, whose ages range from three months to five years of age. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. It supports children with special educational needs and/or disabilities and those who learn English as an additional language.

The nursery employs 25 members of staff, including the management team. Of these, 22 hold appropriate early years qualifications. One member of staff has an Early Years degree. The nursery also employs bank and kitchen staff. It receives support from the local authority Early Years Development and Childcare Partnership and staff from Bright Horizons Family Solutions head office.

What the setting needs to do to improve further

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

- extend children's learning, for example by re-shaping activities to build on children's ideas.

Inspection judgements

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

Children make good progress towards the early learning goals and gain the skills they need to support future learning. Each child has a key person who, in turn, has a buddy key person who works alongside them. This means that children are supported well. Key persons are responsible for monitoring the progress of their key children and planning for the next steps in their learning. The nursery's use of observational assessment is effective. Parents are encouraged to contribute to this process by completing observations on their

children at home and to share these with the key person. This places value on what children do outside nursery and helps staff gain a full picture of children's interests and achievements. Staff have introduced the two year progress check successfully and share their observations with parents. All of these measures mean that parents are well informed about and included in their children's learning.

A wide range of good quality resources are available to children in all rooms so they can make choices in their play. Staff arrange these to be easily accessible, enabling children to help themselves. Good attention to detail in respect of the provision of resources such as small play kitchen units and easels that are of an appropriate height for young children means that they can easily paint or take part in role-play. Children can access photograph books of their families and they see their artwork displayed. This provides a link with home and places importance on children's efforts.

The nursery is a rich environment for language. Staff spend time talking and listening to children, asking questions and seeking their input. Staff explain to young children about the need to change their nappy, which helps them link words with actions as well as including them in decisions that affect them. Staff introduce simple descriptive language to babies as they encourage them to 'shake, shake, shake' different items to create sounds. Children are confident to approach new adults and engage them in conversation. They enjoy the company of other children and play together.

Staff promote children's mathematical learning as they engage them in conversations about shape and length. Number songs and rhymes enable children to think about quantity and to explore simple subtraction. Older children display good understanding of numbers that are important to them, such as their age. They use the computer competently, selecting programmes and manipulating the mouse to click and drag.

Children have opportunities to explore mark-making and some practise writing for a variety of purposes. Young children enjoy painting the fence with water while older children use cotton buds dipped in paint as a tool for mark-making. Staff explain that the aim of the activity is to encourage children to write their names. Children enjoy exploring the paint and they investigate colour mixing. Holding cotton buds in a pincer grip means that children practise the type of controlled movement they need for writing. However, staff do not develop the activity fully to encourage them to have a go at writing their names because they move away and do not make sure children can easily access their name cards.

The nursery's 'gardening club' helps children learn about growth. Even older babies take part in this. They fill pots with soil and plant sunflowers. Staff offer praise and gentle encouragement as they comment on the children's 'good filling' or to suggest 'we need a little bit more soil'. They explain that the seed is tiny but it will grow into a big plant. Staff take children to the outside tap so they can fill a small watering can and water their seeds.

Young children enjoy imaginative play in the company of an enthusiastic staff member who joins in wholeheartedly. They pretend they are going on a train journey and the staff member introduces appropriate language to describe the sound of the 'train' as it moves. Plates become steering wheels and some children explain that the models they have

created are 'a funnel for the steam to come out'. Babies show their obvious enjoyment of water play as they respond with big beaming smiles. They are closely supervised and encouraged to explore the different items provided. Staff notice which ones arouse most interest and make sure these are placed within their grasp.

Children enjoy being outside in the fresh air. The different garden areas enable children to develop their physical skills as they balance on stepping stones, clamber over tree stumps and jump over obstacles. Children kick and throw balls and dig in the sand and soil. Staff involve themselves in children's play and provide support when necessary. For instance, staff help older babies investigate how to move a small wheelbarrow around the garden and explain how they need to come down the slide on their bottoms. This helps these young children learn how to access and use equipment in a safe way. Babies enjoy exploring the interesting range of treasure basket items that are of different textures, weights and materials. Staff suggest they try and place metal bangles on the arms of a mug tree. This encourages babies to stretch and builds on their manipulative skills.

However, on some occasions some staff do not use children's ideas as a way of re-shaping activities to further develop learning opportunities. For instance, children enjoy playing with cardboard boxes. They use their imaginations as they announce a box is a post van, and then that they are pirates. Another child decides he is a builder. While staff show interest and join in with children's play, they do not consider how they can develop this further to extend learning.

All children go out into the local community so they can explore their surroundings and meet others. They go for walks and visit the local library and shops. 'Pre-school patrol' sees older children going out to observe different types of transport, to pick up litter and discuss what they see around them. Visitors to the nursery include the police and fire brigade. All of these experiences bring variety to the children's day.

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

Children are very happy and emotionally secure. This is because staff build strong relationships with them. Staff value each child as an individual, treating them with warmth and affection. Staff are knowledgeable about the children they care for and respond positively to them. For instance, staff in the baby room recognise when young children are tired and they ask if they want to go to bed. Other staff make a point of searching out specific resources to support individual children who show a particular interest in something. Children behave well. Staff intervene gently, when necessary, to help children understand the need to also listen to their friends on occasions when they are eager to keep talking. Staff offer constant praise and encouragement, which promotes children's self-esteem effectively.

Staff support children's health and safety well. Children wash their hands before eating and there are tissue stations in each room. Children are encouraged to wipe their noses and put their used tissues in the bin. The addition of mirrors at child height means that children can see what they are doing. This helps to promote self-awareness of simple

personal hygiene routines as well as encouraging independence. Children eat healthy, nutritious meals and snacks that cater for individual dietary needs and preferences. One parent comments that their child has a special diet, which the nursery is very good at catering for and this gives her peace of mind. All food is prepared on site and the nursery cook is a well known figure to children. She helps them harvest the vegetables they grow in the garden and shows them how to prepare these. Children then eat the produce. This approach enables children to have meaningful first hand experience of where food comes from and encourages a positive attitude to healthy eating. Children learn how to keep themselves safe with the support of staff and because the nursery has introduced interesting ideas to promote this. Children take on the role of 'garden spies' to help staff check the safety of the garden. 'Candyfloss' the health and safety toy helps children learn about road safety and managing the stairs in a safe manner. A 'red spot system' highlights to children the need to inform staff if they wish to use particular resources.

Parents complete 'all about me' forms when children first start at the nursery and as they move into different rooms. This arrangement helps to promote continuity of care and means that the different members of staff who take on the role of key person have up-to-date information. Staff have also introduced some interesting and imaginative initiatives to further minimise any unnecessary distress to children as they progress through the nursery.

Personality bags and interest boxes contain photographs of the special people in the children's lives and any toy or object that is important to them. Children have booklets of photographs of their new room to look at and there is a special cuddly toy they can take on their visits. A parent has been asked to talk at a staff meeting to share their view of what it is like to have a child moving into a new room. Management feels that this has given staff a better understanding of the parents' perspective. This, in turn, has led them to consider the best way of supporting both children and parents.

There are effective arrangements in place to support children when they move onto school. Staff invite teachers to visit and ask them to bring in examples of school uniforms and photographs. Children who will go to the local school receive invitations to attend assemblies. Staff speak with teachers about what children know and can do and they share their learning records with them. The supervisor in the pre-school room has considered additional measures she can take to further develop existing links with schools.

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

The inspection took place following notification to Ofsted of two children who were able to leave their base room unnoticed because a door was not closing properly. The nursery took this matter extremely seriously and initiated a detailed internal investigation. They have reviewed their risk assessments and put in place additional measures to make sure doors are checked on a daily basis and that the gate at the top of the stairs remains bolted. They continue to impose additional measures as necessary. For instance, improving the size of the signs reminding everyone of the need to keep the gate shut. The

children are well supervised and adult to child ratios are met. The children were not harmed during the incident and they were unable to leave the building because of the stringent measures that are in place to make sure the premises are secure. The nursery management team acted in accordance with requirements of the Early Years Foundation Stage in that Ofsted was informed of a significant event which had occurred.

Management and staff have a confident understanding of their role and responsibility to safeguard the children who attend the nursery. This is achieved through training and making sure relevant information is easily accessible. Safeguarding is always included on the agenda at staff meetings and management hold staff quizzes about this topic. As a result, safeguarding awareness is fully embedded throughout the nursery. Robust recruitment and vetting systems help to make sure that staff are suitable to work with children. Record keeping is precise and detailed policies and procedures underpin the day to day nursery practice.

The nursery establishes strong, positive relationships with parents. They are considered to be active partners in their children's care and learning and are well informed. This is accomplished through a daily exchange of information, regular newsletters and inviting parents to formal meetings to discuss their child's progress. Parents are invited to attend 'stay and play' sessions and join in with other special events that the nursery organises. Parents are very pleased with the nursery. They state how happy they are and express the view that staff 'give a high standard of care and that they are approachable'. One parent comments that their child's key person 'seeks my views and I feel we do things together.' Another adds 'there are good ratios of staff and they understand and stimulate my child.' The nursery works closely with other professionals and agencies supporting children as necessary in order to meet any additional needs children have. There are currently no children on roll who attend other settings but staff have a good understanding of the need to work in partnership.

Management and staff have created a friendly, nurturing atmosphere, which helps children and parents feel at ease. Staff are very friendly and they clearly enjoy being with the children they care for. They work together well as a team and deployment is generally good. Staff notice when some children need a little extra support, for instance at story time and a staff member goes and sits with the group to help them listen. Staff are encouraged to attend training to develop their knowledge and skills. The manager has recently introduced a weekly staff newsletter. This contains a variety of information including suggestions for childcare articles that staff might find of interest. There are good procedures in place to evaluate existing practice, identify strengths, plan for improvement and monitor staff performance. The nursery promotes a fully inclusive approach to this because it seeks the views of staff, parents and children. The manager spends time on the nursery floor every day and she carries out observations on staff. Parents complete annual questionnaires and they are welcome to join the parent nursery association. This enables parents to become involved in the day to day running of the nursery and to make suggestions. Children in the pre-school room are able to express their ideas through the children's committee. The nursery welcomes the views expressed and does its best to respond positively to these. The company also carries out audits and provides support for the nursery manager and staff as part of the ongoing drive for improvement. One parent commented that she feels the nursery 'doesn't stand still.' All of these measures point to a

setting that is striving for continual advancement in the quality of its early years provision.

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	EY374460
Local authority	Surrey
Inspection number	922002
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	80
Number of children on roll	126
Name of provider	Casterbridge Nurseries Ltd
Date of previous inspection	09/09/2008
Telephone number	01252 838686

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Type of provision

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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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