

Tilford Meadow Nursery School

The Tilford Institute, Tilford Road, Tilford, Surrey, GU10 2BU

Inspection date

08/10/2013

Previous inspection date

06/04/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 given their starting points, including children learning English as an additional language, due to the tailored support staff provide.
- Overall, a rich and varied learning environment sparks children's interest and enthusiasm to play and explore.
- The manager effectively oversees the robust systems for the safe and successful running of the nursery and brings about continuous improvements for children.
- Staff work closely with other professionals involved in children's care to help them meet all children's individual needs well.

It is not yet outstanding because

- Opportunities for children to develop early writing skills outdoors are less extensive than these are indoors.

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 indoor and outdoor play areas.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documents, including children's records, risk assessments and policies and procedures.

Inspector

Jacqueline Munden

Full Report

Information about the setting

Tilford Meadow Nursery School was originally registered in 1985, and re-registered in 2007 under the present ownership. It re-registered again in 2010 as a limited company. It is one of three privately owned settings run by CS Nursery Schools Ltd. The nursery school operates from three halls in Tilford Institute, a community building in the village of Tilford on the outskirts of Farnham, Surrey. There is an enclosed outdoor area adjacent to the hall for outdoor play.

The nursery school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 52 children in the early years age group on roll. The nursery school is in receipt of funding for the provision of free early education to children aged three and four. It supports children with special educational needs and/or disabilities, and children learning English as an additional language. Sessions run from 9.15am until 12.15pm for children aged under three years and from 9.15am until 1.15pm for children aged three years and over. Depending upon parent and carer demand, the nursery school also offers an extended session on a Monday, Thursday and Friday until 3.20pm.

There are 12 members of staff including the manager, eight of whom hold appropriate childcare qualifications at Levels 2 and 3, and three are working towards a relevant childcare qualification.

What the setting needs to do to improve further

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

- increase opportunities for children to develop early writing skills outdoors.

Inspection judgements

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

Children are happy and keen to meet their friends and staff as they arrive. Children make good progress in all areas of their learning and development. The enthusiastic and knowledgeable staff use good teaching techniques and deploy themselves effectively, which allows them to promote children's learning well. They provide a busy environment with many interesting activities, which enables children to initiate much of their own learning. For example, outdoors the new younger children move around the different areas getting to know what is available. Staff watch as children engage in imaginary play as they gather leaves and the plastic cones, placing them in the wheelbarrow.

Staff know when to step in and offer support, such as when children struggle to push the wheelbarrow over the small bridge. Staff use words to describe what the children are doing to promote their understanding of their actions, such as 'push hard' and 'over the bridge'. Children show determination and great satisfaction as they manage to manoeuvre the wheelbarrow to the other side where they unload their cargo onto the table outside the playhouse and back into the barrow. As a result, children learn to move objects, to use equipment with a purpose, and to overcome difficulties. Children are building relationships with staff and children as they play alongside each other, which help them to feel valued and included.

Staff plan a good balance of adult-led activities. Younger children learn about textures and different materials as they glue pasta and glitter on to paper. Older children learn about hedgehogs and their habitats as staff provide pictures and models for children to look at. Children describe them as 'spiky' and use paint to make handprint pictures of hedgehogs. Staff plan specific activities they carry out in a quiet room to help promote children's listening and language skills. This is particularly effective for supporting children with communication difficulties and children learning English as an additional language. As a result, all children make good progress in relation to their starting points.

Staff use every opportunity to engage children in conversation and promote their learning in everyday activities. For example, at snack time, children show they have a good knowledge of shapes. They say the bread is square and when they cut across the square, they say they have made triangles. Staff display a wide range of words and pictures and mark making tools indoors. This promotes opportunities for children to understand that words have meaning and help children develop early writing skills. Staff do not plan as effectively for when children are outdoors. As a result, children are not always increasing their early writing skills when playing outdoors.

Staff look at children's starting points when they enter the setting and involve parents in this process. They make observations of each child and use this information alongside photographs and examples of children's work to build up a picture of each child and identify any areas for development. The ongoing assessments feed into the progress check for two-year-old children. Parents receive regular updates about their child's progress in all areas of learning. Parents are encouraged to contribute to their child's learning journal and many write additional information about their children's learning at home, which is encouraged and supported by staff. Staff provide parents with information about what the children are learning about in the nursery school. This means parents continue to support children's learning at home.

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

Children are happy and enjoy their time at the nursery school. The robust key person system ensures that staff get to know the children well and form secure attachments with them. For example, key people move with children as they move from room to room in the nursery school. This means they have an in depth knowledge of each child and their

specific needs, including children with special educational needs and/or disabilities. Care practices are very good and children are developing a strong sense of confidence and independence. Children are supported to put their shoes and coats on and manage their personal needs.

Staff actively promote healthy lifestyles and make choosing healthy foods a natural part of the daily routines. Mealtimes are relaxed and happy social events. Staff give children time to learn to master skills independently. For example, at snack time, children show skill as they use a knife to butter the bread and tongs to serve their fruit. Staff use opportunities to teach children about foods that are good for them at these times. They also plan specific activities to encourage children to try new foods and find out where they come from. Children care for plants as they grow, such as carrots, and enjoy eating them at snack time. Children relish playing outdoors, developing their physical skills and exploring the natural environment. Children learn to keep safe and well as staff show children the bridge is slippery when it is wet. Children place cones across it to show everyone it is not safe to use. This encourages children to be aware of and be responsible for their own safety.

Staff prepare children well for the move to school and for their future learning. This is because children learn positive skills and attitudes to exploring and learning, build friendships and their self-care skills. Children behave well and play cooperatively with their friends. Staff are good role models as they encourage older children to share the toys. Staff promote good manners as they remind children to say thank you when they are given something. All areas of the nursery school are well equipped with good quality resources and equipment that promotes children's all round development, both indoors and outside. The garden is an extension of the learning environment. It is an interesting and stimulating place for children to play and explore, as they explore the bug hotel, look at books in the tepee and play games under the wooden shelter. Indoors, staff create defined areas of learning that allow children to move around freely and make independent choices of what to play with.

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

The manager, who is also the owner, has a secure understanding of the safeguarding and welfare requirements. Robust vetting and recruitment procedures ensure all adults working with children are suitable. Staff are clear of the child protection procedure to follow should they have a concern. All staff undergo a thorough induction that informs them of their roles and responsibilities in helping to protect children. The ongoing staff supervision helps to ensure they know the changing needs of children. Staff follow the procedures required by parents for dealing with children's specific medical conditions to promote children's health and welfare. The manager completes vigorous risk assessments and takes prompt and effective action to ensure security measures are robust.

The manager and staff team have a secure understanding of the learning and development requirements. They work together to continuously improve the delivery of

them through monitoring children's progress and the curriculum provided. The staff appraisal system identifies any development needs. Staff share their knowledge and skills gained through training. This has a positive impact on staff's knowledge and enthusiasm, which benefits children's learning, including children with additional needs. Since the last inspection, the manager has improved the effectiveness of risk assessments for outings, links with other settings that children attend and how staff help children learn about the wider world. This demonstrates her strong ability to improve outcomes for children. All staff are involved in evaluating the provision and the manager welcomes the views of the local authority support workers to help her bring about continuous improvements. Parents express their views through parent questionnaires and discussions with management and staff.

Staff develop strong partnerships with parents and carers and encourage them to share information about their children's changing needs. Parents report they welcome the suggestions staff make of how they can further promote their child's learning at home. They feel their children benefit from the large amount of time spent outdoors. Good links are made with schools children will go to and with other settings children attend to promote continuity in children's learning and welfare. Staff work closely with outside agencies to support children with additional needs, which has a positive effect on children's well-being and learning.

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	EY421334
Local authority	Surrey
Inspection number	928258
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	48
Number of children on roll	54
Name of provider	CS Nursery Schools Ltd
Date of previous inspection	06/04/2011
Telephone number	07768 515866

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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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