

Village Nursery

Whiteley Village Cricket Club, Coombe Lane, Whiteley Village, Walton On Thames, Surrey, KT12 4EL

Inspection date	18/11/2013
Previous inspection date	12/02/2009

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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children develop secure attachments to their key person, who know them well and support their individual needs effectively.
- Partnerships with parents are strong so that children settle well and parents, as well as staff, understand what children need to learn next.
- Staff make sure that children are happy, motivated to learn and enjoy being at the nursery.

It is not yet good because

- The nursery does not provide children with a broad range of resources in the outdoor play area to extend their learning and development.
- The management does not make full use of self-evaluation to identify strengths and weaknesses effectively in all areas of provision.

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 children's activities in the clubroom and the outdoor area.
- The inspector looked at children's assessment records and other documentation relating to the nursery.
- The inspector took into account the views of parents spoken to on the day.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Jane Bull

Full report

Information about the setting

Village Nursery registered in its current premises in 2003. It is privately run. It operates from the main clubroom of the cricket club within Whiteley Village. There is easy access into the building, which is all on one level with a gentle slope to the front door. This rural area is within easy driving distance of Weybridge, Walton-on-Thames and Hersham. Facilities include the main clubroom, reception area, toilets, a kitchen and a small enclosed area to the front of the building. The nursery also has access to a large expanse of grass and woodlands, including a nature trail; all these areas are warden patrolled, but do not make up part of the registered premises. The nursery is registered on the Early Years Register to care for a maximum of 36 children, aged from two to five years. There are 68 children currently on roll, all of whom are in the early years age range. Of these, 28 receive funding for nursery education. The nursery makes provision for children who learn or speak English as an additional language, and those with learning difficulties and/or disabilities. The nursery opens five days a week during school term times. Children may attend from 8.30am to 2.30pm, with the core session hours from 9am to 12.00 noon. Some children stay for lunch, and bring their own packed lunches. There are nine members of staff who regularly work with the children. Eight members of staff have relevant childcare qualifications including the deputy who has Qualified Teacher Status.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the first aid box contains appropriate contents, which are within date ,for use with children.

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

- develop further opportunities for the children to experience a wide variety of learning in the outdoor area
- develop self-evaluation to ensure strengths and weaknesses are effectively identified to make ongoing improvements for all children.

Inspection judgements

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

Staff have a good knowledge of how children develop and learn. They use their training on the Early Years Foundation Stage to support children to progress. They know the children well and provide activities that are of interest to children and target their specific learning needs. Consequently, children make good progress in their learning and are eager to take part in activities. Staff record children's development using photographs, observations and assessments which show children's progress clearly. Parents are involved in their children's development as staff share information with them verbally on a daily basis and in termly reports and individual booklets. Parents are keen to comment that they are really pleased with the communication that they receive from staff. They say the booklets 'show in picture form what an amazing environment' their children are in. This means that the staff involve parents in their children's learning on an ongoing basis. Staff liaise with parents and carers to find out about each child's background and share information when they start at the nursery. This helps the staff to know how to support individual children's development. Staff carry out the progress check for two-year-old children for all children as required. They share the checks with parents to review their children's progress. This means that staff can identify potential gaps in children's development and parents are aware of the progress their children are making.

The nursery provides a good range of activities to cover all areas of learning. Children can move freely from the hall to the enclosed outdoor play area. Children learn effectively as they play in the well organised hall. For example, staff encourage children to feel the shape of a letter made in sandpaper on a board before they try and write it. Staff demonstrate how they further children's interest and enjoyment of books and literacy by reading to them. Staff show how they follow children's lead as they choose books and share their interest in the stories. This helps to increase the children's vocabulary and develops their communication and language skills. Staff sing with the children and help them to develop their mathematical skills through counting songs. Children are encouraged to draw and write in chalks on the ground. These actions help the development of their early writing skills. Staff talk to children while they play so they think about what they are doing and learn the art of conversation by talking together. For example, staff ask children what they think is going to travel down the road they have drawn and where the road might be going. Children's confidence is developed as they have low-level, named pegs on which to hang their coats and belongings. Staff are also aware when children need extra help in developing their self- confidence and emotional well-being and they support them thoughtfully.

Children enjoy outings to the large grassed area, local woods and nature trail. These support children's physical development and understanding of the world around them. However, resources are not fully in place to provide children with experiences that help them learn and develop in the enclosed outdoor area.

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

Children are cared for in a very welcoming environment. There is a calm, relaxed atmosphere throughout the nursery. The effective key person system clearly helps children to feel comfortable and form secure attachments so they develop their emotional

well-being and independence. Staff discuss children's individual needs with their parents before they start to look after them. Parents comment that they know their key person, which enables them to have a good point of contact. This helps the children to feel confident and secure at the nursery and provides continuity of care.

Children behave well when they are playing and staff remind them of the nursery's behaviour rules which are displayed at the children's eye-level. For example, children know to help tidy up when they finish an activity. As a result, children play happily together and understand how to behave. Staff frequently praise children's good behaviour and are polite and courteous. Staff show interest in what children do and say and they listen and respond to children's comments. This helps children to develop positive behavioural and social skills. Children practise regular fire drills, which staff evaluate afterwards to further support children to learn what to do in an emergency. Staff complete a daily risk assessment of the premises and have a risk assessment for outings with children. These help to promote children's safety and minimise potential hazards. Some staff hold paediatric first aid qualifications which means they have the knowledge of how to deal with minor accidents. However, the first aid supplies are out of date for the premises and outings. This reduces the effectiveness of any first aid administered to children and is a breach of a legal requirement. Children take small but safe risks when playing, for example as they steer their cars around the outdoor area without colliding. Staff provide sufficient challenges to help children extend their understanding of risk and learn about safe practices.

Children learn about a healthy lifestyle through outdoor play and fresh air in the garden and on their outings. Mealtimes are sociable occasions when children chat with friends and staff. Children are encouraged to develop their independence and pour their own drinks. Water is available for them throughout the day. Staff promote hygiene procedures by reminding children to wash their hands at appropriate times and to use separate paper towels. This approach helps children to understand about personal hygiene and prepare for changes in their lives, such as starting school.

Children have access to a good range of appropriate toys and resources indoors which are stored where they can reach them. This means the premises are organised effectively to support children's independence. Children know they can initiate their play and help themselves to resources. They can make their own choices as to where and what they would like to play with to develop their confidence and physical well-being.

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

The management demonstrates a good understanding of the responsibilities to meet the learning and development requirements of the Early Years Foundation Stage. There is a suitable range of policies and procedures to inform parents and to guide staff in their practice. Staff understand the safeguarding and welfare requirements, including child protection procedures. The nursery has a policy in place relating to the use of mobile phones and cameras. Staff have safeguarding training to support their knowledge and

provide a safe environment in which children play and learn. Staff know to report any concerns they may have to the relevant authorities. This means that staff are aware of their role and responsibilities to protect children's welfare.

The management team uses some self-evaluation to reflect on practice and to recognise priorities for improvement. For example, they look at developing the garden area and the resources they use. However, self-evaluation is not sufficiently robust to identify key weaknesses such as checking that the contents of the first aid box are in date, resulting in a breach of a legal requirements.

Staff recruitment procedures make sure adults caring for children are suitable to do so. Induction processes are in place and all new staff are required to familiarise themselves with policies and procedures. The management leads a close staff team, who work well together. This means that staff are happy in their work and children benefit from consistent support and teaching.

The management develops sound working relationships with other providers. For example, staff write development reports for children when they leave the nursery to start school. The management invites local teachers to visit the nursery to meet children before they start. This means they are aware of the abilities of the children they will teach and help to prepare children for school. The consistency of care between practitioners helps to support children's progress. Parents receive termly newsletters letting them know about the themes for each week and help in the nursery with activities such as cooking. Parents are very positive about the care and teaching their children receive at the nursery. They say that it has been a 'positive experience' for their children and themselves.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY225650
Local authority	Surrey
Inspection number	846965
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	36
Number of children on roll	68
Name of provider	Dianne Elizabeth Ingham
Date of previous inspection	12/02/2009
Telephone number	01932 844671

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

