

South Nutfield Pre-School

SOUTH NUTFIELD VILLAGE HALL, Mid Street, Redhill, RH1 4JJ

Inspection date

Previous inspection date

10/02/2014

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

- Staff work very well as a team to support children so that they have positive experiences of learning through play.
- Children are active learners and take ownership of their learning as they freely engage in both solitary and group activities.
- Partnerships with parents and others are good. A positive exchange of information promotes consistency in meeting children's individual needs.
- Children's personal, social and emotional development is very good. Children are very happy and confident. They show kindness and consideration to others.

It is not yet outstanding because

- Staff do not maximise children's opportunities to learn about words and numbers, for example, through visual displays both indoors and outside.
- Children do not have access to a wide variety of resources which represent their diverse backgrounds to support their understanding of different cultures.

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 both indoors and outside.
- The inspector sampled pre-school documentation, including children's learning records.
- The inspector discussed pre-school practice with both the owners.
- The inspector took into account the spoken views of parents.
- The inspector viewed all areas used by children.

Inspector

Cathy Hill

Full report

Information about the setting

South Nutfield Pre-School re-registered in 2013 having been registered in 2000. It is privately owned and operates from the Village Hall in South Nutfield, Surrey. Children have use of a large hall and toilets along with an outdoor play area. The pre-school sessions operate between 9 am to 12.30 pm, Monday and Thursday, and 9 am to 3 pm, on Tuesday and Friday. The pre-school is registered on the Early Years Register. The pre-school supports children who have special educational needs and/or disabilities and children who learn English as an additional language. A team of seven staff work with the children. Of these, six hold appropriate early years qualifications in childcare at level three and one member of staff is unqualified. The pre-school provides funded early education for three and four-year-olds. There are currently 31 children on roll.

What the setting needs to do to improve further

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

- increase children's opportunities to learn about words and numbers during daily play, for example, by displaying number and key word labels in both the indoor and outdoor play areas
- provide children with books and resources which represent their diverse backgrounds to help them understand different cultures.

Inspection judgements

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

Children are very happy and have fun as they learn through a good variety of play experiences. All children, including those with special educational needs and/or disabilities and those with English as an additional language, are progressing well with their learning. Staff have a good understanding of how to support children to develop their skills. They observe children's play and give them time to learn through independent exploration but know when to step in to sensitively challenge and extend their learning. Staff liaise effectively with parents to gain an understanding of children's starting points. They then plan for children's future development by providing them with opportunities to progress in all learning areas. Staff maintain development records for children with written observations of their achievements. They track children's progress to enable them to clearly identify any gaps in learning. Staff assess children's learning on an ongoing basis. They complete a termly written summary of their progress at all ages, which they share with parents. Parents are able to add their comments to these records and are involved in children's learning, for example, by sharing with the pre-school children's achievements at

home.

Children's personal, social and emotional development is very good. They show a strong motivation to learn and actively explore their environment, taking ownership of their learning as they initiate their own games. Children confidently approach staff for support, for example to help them access a computer programme. They understand how to correctly manipulate the mouse to complete an egg and spoon race game, which reinforces going either left or right. Children have good opportunities for expressing themselves creatively. They freely paint, learning about colour mixing as they take a brush of a different colour in each hand and apply it to their paper. They are proud of their achievements and enthusiastically take their artwork to show others, saying, look, it's an elephant!" Children show sustained concentration as they use their imagination to make models from recycled materials. They develop their small muscle control as they use a variety of tools, such as scissors. Children show good hand-eye coordination as they carefully draw round a paper plate and then accurately draw a straight line across their plate shape. Staff develop children's understanding of shapes as they talk to them about the circle they have drawn.

Staff interact with children's play and use opportunities effectively to develop children's language, literacy and numeracy skills. Children recognise their name cards and show good control as they carefully practise their handwriting by copying the letters in their name. Staff build children's vocabulary as they talk to them about the colours and names of vehicles they play with. Staff demonstrate how to build a track for the vehicles and then encourage children to count how many cars they have. Children nestle happily around staff to look at a book with simple words in it. They recognise some letter shapes and confidently match the letter sound to the shape. However, there are no prominent number labels indoors and no key words on display for example in the role play area indoors or outside, to enhance children's understanding of words and numbers during daily play. Children have fun as they learn. They join in with the actions to number rhymes, build towers with wooden construction blocks and learn about capacity as they fill different containers in the water tray. Children have learnt about the natural world and growth, for example when planting sunflowers, and about their community on local outings.

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

The pre-school have good, gradual, settling-in procedures to enable children to successfully ease themselves into pre-school life. Staff do home visits and share photographs with children of the pre-school so they can become familiar with their new surroundings. Parents confirm staff are 'very good at helping children settle in'. Children have very positive relationships with staff and each other. They enjoy each other's company and play cooperatively together, holding hands in friendship as they walk from one activity to another. Children show kindness towards others and amicably share resources. Staff support children in learning about differences, for example through planned activities celebrating festivals such as the Chinese New Year. However, children do not have access to a variety of resources that represent their diverse backgrounds to further their knowledge and understanding of different cultures. Staff work hard to set out

a range of toys and activities before children arrive, which will support them in developing their skills ready for their move to school. Children immediately settle on arrival and behave well as they take part in play which interests and engages them. Their photographs and names are on their coat pegs and this helps develop their sense of belonging in the pre-school.

Children are developing a good understanding of a healthy lifestyle. Staff work in partnership with parents to provide children with healthy snacks and meals. Children clean their hands before helping themselves to a selection of fruit at snack time. They independently pour themselves a drink and sit sociably together as they eat. Children enjoy being able to develop their physical skills through play, both indoors and outside in the fresh air. They show good balance as they walk along on low level animal stilts and as they use their arms to steady themselves as they walk around a raised bumpy track. Children dress appropriately for play outside in the rain and enthusiastically ride around on tricycles, showing skill in manoeuvring them around others. Staff carry out regular practices of the emergency evacuation drill so all children have an opportunity to learn how to keep themselves safe. Children show an understanding of safety, for example, as they carefully edge round children who are lying on the floor as part of their role play.

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

The leadership and management of the pre-school is good. They understand their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. They have rigorous recruitment and induction procedures in place and all staff are vetted to ensure they are suitable to work with children. Staff are clear about the procedures to follow with any safeguarding concerns and carry out a daily check of the pre-school to ensure children can play safely. The premises are secure and staff are quick to mop up any accidental water spillages so there are no slip hazards for children. Staff performance is monitored through regular supervision meetings and professional development is ongoing.

Staff work very well as a team to ensure children are happy and have positive learning experiences within a friendly, welcoming environment. Children's learning is monitored and management work closely with staff to plan for individual children's development needs. Partnerships with parents and others involved with children's care and education are good. There are effective communication channels in place to enable relevant information to be shared to provide consistency in meeting children's needs. Parents are positive in their praise of the pre-school, which they state is 'absolutely excellent'. They confirm staff share all policies and procedures with them, know who their child's key person is and that their children are very happy there.

Management continually evaluate staff practice through discussion between staff both informally during the week and at half termly staff meetings. Management and staff have a positive attitude towards driving improvement to benefit all attending the pre-school. For example, they would like to develop the outside play area further and develop their

knowledge of early years practice by taking higher level training.

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	EY466930
Local authority	Surrey
Inspection number	928526
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	31
Name of provider	South Nutfield Pre School Partnership
Date of previous inspection	not applicable
Telephone number	07817935621

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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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