

Little Badgers Nursery

Sandringham School, Sandringham Way, Frimley, CAMBERLEY, Surrey, GU16 9YF

Inspection date

Previous inspection date

06/03/2014

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 provide a warm and caring environment. This helps children to settle quickly because of trusting relationships developed between them, staff and parents.
- Management place a strong emphasis on the setting's strengths and areas for development and have developed a broad range of ambitious targets to continually improve.
- Children are offered a wide variety of stimulating activities and resources. This contributes to them being enthusiastic about their play and helps them develop positive attitudes to learning. As a result children make good progress.
- Partnership with parents, other agencies and providers are good. This ensures that children are given good levels of support to meet their individual needs.

It is not yet outstanding because

- The resources and activities do not always reflect the languages and cultures of children currently attending the nursery.
- Opportunities for children to develop early communication and reading skills are not fully maximised. This is because signs, symbols and children's art work are not at an appropriate height to enable children to learn more about words.

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 held discussions with the manager, head teacher and early years co-ordinator throughout the inspection.
- The inspector held discussion with key persons and staff.
The inspector looked at various documents, including policies and procedures, risk assessments, staff training, records of children and evidence of the suitability of staff.
- The inspector took into account the views of parents on the day.
- The inspector had a tour of the nursery with a member of staff.

Inspector

Jane Franks

Full report

Information about the setting

Little Badgers Nursery was formerly known as The Park Nursery and re-registered in 2013. It operates from a classroom within Sandringham School in Frimley, Surrey. It has use of the school hall, library and has a fully enclosed outdoor play area. The nursery is open each weekday from 8.45am to 11.45am and 12.15pm to 3.15pm term time only. The nursery caters for children aged between two- and four-years-old. The nursery is registered on the Early Years Register, and there are currently 53 children on roll. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities as well children who speak English as an additional language. The nursery employs seven staff. The manager holds Early Years Professional Status and four staff hold a relevant qualification at level 3. Two staff are unqualified.

What the setting needs to do to improve further

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

- improve the programme for literacy further by lowering environmental print to an appropriate level for children in the indoor environment
- provide further resources to support children who speak English as an additional language.

Inspection judgements

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

Staff are well deployed, enthusiastic and eager to help all children settle into the nursery. They provide a good balance of adult-led and child-initiated experiences and support children to choose their own activities. Children are able to find the equipment they require and make independent choices from the wide selection available. This is because the indoor environment contains resources which are appropriate, well-maintained and accessible for all children. Staff generally make use of available wall space to develop children's awareness of environmental print. However, displays of children's art work, signs and symbols are not at an appropriate height for children to visually access. As a result, opportunities to further enhance children's early reading skills are not fully developed.

Children develop their personal, social and emotional well-being. They play with a purpose and concentrate on a chosen activity, showing confidence when asking for adult support and participation. Children develop good writing skills, writing their names on their art

work. Staff extend learning through effective teaching, encouraging children to talk about their pictures for example, supporting language and communication. Children explore volume as they transport water into different sized containers while engaged in water play. Children learn technology skills as they take photographs of each other and activities of interest within the environment. They enjoy time together reflecting on the pictures taken, supporting relationship building. Children learn about number through a good range of adult-led activities, such as matching and sorting games, supporting school readiness. In addition children benefit from staff showing a real interest in them and their ideas. Following their interest in treasure maps, for example. As a result children make good progress in their learning.

Staff have a secure knowledge and understanding of how to promote the learning and development of children. Assessments of children are effective and support staff in planning suitably challenging activities that reflect children's interests and learning styles. The strong key person system allows a successful engagement with parents and secures effective, targeted strategies, for children, as a result. Parents of children who speak English as an additional language are encouraged to share familiar words in their home language. However, positive images and resources that reflect diverse cultures of the children are not fully integrated into practice to promote inclusion fully and maximise language development.

Staff discuss children's progress, activities and achievements with parents on a daily basis and also more formally at 'parents' evenings.' They listen to what parents tell them about what children have been doing at home and use this information efficiently to help with activity planning. This promotes a two-way flow of information, knowledge and expertise between parents and staff, and has a positive impact on children's learning. Parents and children are encouraged to contribute to learning journals because these are easily accessible at the setting. Parents comment they are pleased with the progress their children are making in their learning and development.

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

Children are happy and settled in the nursery. An effective key person system is in place, which helps children to become familiar with the nursery and to feel safe and confident within it. Children have established very secure relationships with adults and children. They freely seek the support of their key person and other staff. Information is gathered from parents when children first start attending to ensure staff are fully aware of children's care needs, likes and dislikes. This helps to ease the transition between home and nursery. Children are making friends and they get on with them harmoniously. This helps them to feel positive about themselves and others. Behaviour is good. Staff take a sensitive but consistent approach. Staff encourage children to respect each other, consequently children are beginning to learn about the impact of their words and actions on themselves and others.

Children's physical well-being is effectively promoted. Staff maintain good standards of cleanliness to help prevent the spread of infection. Children develop strong levels of

independence through everyday routines, for example, washing hands and feeding themselves. Snacks are healthy and children have a rolling snack time where they choose when to eat so that their play and exploration is not interrupted. Those children who stay for lunch enjoy their meal or packed lunch alongside schoolchildren, further supporting their school readiness.

Children have many good opportunities to enjoy fresh air and exercise in all weather. They have access to an enclosed wooded area with opportunities for exploration and discovery. They enjoy a treasure hunt looking for hidden numbers, supporting understanding of number through activities of interest and challenge, for example. Children negotiate space around them, supporting physical skills on ride-on toys and climbing equipment, for example. Children learn about how to manage risks and ensure their own safety. For example, they build an obstacle course outside, commenting they need to make it wider so they can jump from side to side. Staff supervise children closely to ensure individual needs are met. This encourages the children to become confident learners and teaches them to make choices and play cooperatively alongside other children, supporting school readiness.

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

The manager and staff have a good understanding of the Statutory Framework for the Early Years Foundation Stage. Observation, assessment and planning documentation has recently been reviewed to improve further the quality of staff's practice and the outcomes for children. The manager has a good overview of the curriculum and works closely with the early years co-ordinator. They have started to observe staff to monitor the quality of teaching and to share good practice. The manager maintains an overview of this information. This ensures key groups of children, for example, those with additional needs and those learning English as an additional language, are supported in making good progress. Performance management is well managed within the nursery and staff training needs are identified through effective supervision and appraisals to drive improvement in the nursery provision.

Children are safeguarded because the manager and staff have clear policies and procedures embedded within their practice. Staff have up-to-date safeguarding and child protection knowledge, which helps them to protect the children in their care. Robust recruitment and vetting procedures are in place. As a result of comprehensive induction procedures, staff are fully aware of their roles and responsibilities in keeping children safe. Vigorous risk assessments, including individual risk assessments to meet the individual needs of children, contribute significantly to children's safety. Systems are in place to ensure all areas used by children are safe, and as a result, children display a very good awareness of safety.

Self-evaluation takes into account the views of staff, children and their parents. Management see views at staff meetings, and through ongoing discussions with children and parent questionnaires. The manager has a strong drive to improve the nursery and

has a clear and successful improvement plan that supports children's achievement over time. There are well-established links with the advisory team within the local authority and this further enhances the self-evaluation process. Partnerships with parents are a clear strength of the nursery. Children with special education needs and/or disabilities are cared for very well. Staff work with parents very effectively to ensure that individual educational programmes are efficiently met. Professionals from other agencies who support children and families are made welcome when they come to observe the child at play and offer advice and support to the staff.

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	EY467182
Local authority	Surrey
Inspection number	932463
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	53
Name of provider	Sandringham School
Date of previous inspection	not applicable
Telephone number	01252 837538

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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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