

Stoke Tots Nursery School

Guide and Brownie Hall, Stoke Road, Stoke D'abernon, Cobham, Surrey, KT11 3BH

Inspection date

Previous inspection date

10/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
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

- Staff provide a welcoming environment for children. Children are keen to arrive, quickly settle and engage in play with their friends. Relationships between children are very friendly.
- Children's progress in communication and language, and literacy, is well supported by staff and promoted within the environment through accessible and visual resources.
- Management have an astute and comprehensive action plan in place to target priorities for improvement.
- Staff carry out effective risk assessment and deploy themselves well to ensure children play and learn in a safe way.

It is not yet good because

- Management do not provide staff with regular opportunities to discuss their professional development needs to strengthen their knowledge, skills and practice.
- Strategies for involving parents in reviewing and planning for children's individual needs and progress are not fully established.
- Staff sometimes miss opportunities to help children develop their play ideas. Some adult-planned activities lack challenge and restrict children's creativity.
- Staff do not always plan outdoor play well, or fully enable children to develop skills in using information and communication technology.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and activities in the indoor and outdoor play areas.
- The inspector undertook joint observations of children's play indoors and outdoors with the provider and some staff.
- The inspector spoke to parents, taking account of their views.
- The inspector scrutinised the setting's self-evaluation and improvement plans and staff suitability records and sampled their safeguarding policies and procedures.

Inspector

Amanda Tyson

Full report

Information about the setting

Stoke Tots Nursery School opened in 1985. It re-registered in 2013 under new ownership. The nursery operates from a community building in Stoke D'Abernon near Cobham, Surrey. Children have access to a large hall. There are enclosed outdoor play areas. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting operates Monday to Friday during term time between 9.30am and 12.30pm. Afternoon sessions are also available on Thursdays between 1pm and 2.45pm. Children attend for a variety of sessions. They come from the local community and surrounding areas. The nursery receives funding to provide free early education for children aged three and four years. The owner is the manager and six additional staff are employed. Of these, four hold appropriate early years qualifications. There are currently 25 children on roll, most of whom receive funding for free early years education.

What the setting needs to do to improve further

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

- ensure that all staff are provided with regular opportunities to engage in personal discussion about their professional development needs and to receive coaching to strengthen their knowledge, skills and practice
- ensure that parents are fully involved in assessing and planning for children's individual needs and progress.

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

- support children's creativity further by making a wide range of creative media always available to children, and support children to further develop their imaginative play
- develop provision and planning for outdoor play to provide activities and experiences that cover all areas of learning outdoors
- increase provision to support children's skills in using information and communication technology equipment for different purposes.

Inspection judgements

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

Staff demonstrate sufficient knowledge of the areas of learning and understand how children learn through play. They plan a mostly suitable range of activities to provide children with access to all areas of learning. Staff successfully encourage children to initiate their own play and learning. For example, children confidently act out 'going swimming' by pretending the carpet is a swimming pool. Sometimes children pretend that the role-play corner is a jail or that the outdoor play house is an ice cream van. Staff recognise and join in children's well-developed pretend play. However, they do not always help or enable children to develop and extend their ideas to provide deeper learning experiences. For example, opportunities to help children create a more realistic 'swimming pool', ice cream van or jail are missed. Staff plan for children to make models with recyclable materials, such as empty food packaging. Paint and pencils are freely available for children to use to produce their own designs. However, the setting's full range of creative materials is not always available to children. Children, therefore, are not always able to independently make props to support their imaginative play. Furthermore, some art activities are planned by staff to specifically produce a pre-determined end product. For instance, children are given a template of a snowman to decorate with cotton wool when they are very capable of drawing their own and may prefer to create something different. This means that they cannot always use creative play to express and develop their own ideas.

Children are very keen to play and explore outside. The natural space outdoors is ideal for enabling planting and growing activities, creating exciting hide-outs, engaging children in science and nature experiments, and enabling dynamic imaginative play. However, this is not being maximised by staff to promote stronger outdoor learning opportunities across all areas of learning. For example, the play houses, of which there are three, are often empty. Equipment, such as magnifiers, bug collecting pots and camera are not always made accessible to children. Children are keen to dig, but soil areas have not been created and there are not many spades. Nonetheless, throughout the year children are taken for nature walks around the recreation ground to explore outdoor spaces.

Children benefit greatly from the small group times they have with their key person, for instance at snack time when they share their news. Children answer their name, and determine the day, date and weather during morning register time. Children make frequent independent visits to the book corner because staff ensure it is cosy and comfortable and stocked with good quality books. Children listen attentively to stories read by staff. Children's progress in mathematics is supported by staff who ask children open-ended questions to assist them in solving practical problems about shape when they are creating models. Children learn letter sounds through the nursery's 'sound of the week' which parents help to promote within the home as well. There are resources available which help children develop their early writing skills.

Staff carry out observations of children and use the information increasingly well to inform

assessment. Staff are beginning to include children's interests in these observations to better inform and guide their planning, but this is not fully developed. Staff's assessments of children include the progress check for two year old children, which clearly identifies any gaps, for example in speech and language development. The pre-school's special educational needs coordinator communicates effectively with children's key persons and parents to secure additional help for children. Systems are in place to support effective partnership working between the pre-school and other agencies involved with children. Every child has a written plan in place for supporting their progress. However, parents are not fully involved in drawing these up. For some children these are overly focussed on expectations for all areas of learning, rather than what is most pertinent to individual children. These means that staff do not consistently use information from parents to make more accurate assessments of children. Nonetheless, parents are provided with a written summary and opportunity to attend a consultation with their child's key person to discuss in more detail.

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

Staff establish strong and trusting relationships with their key children. They help children to settle into pre-school through a gradual parent-child separation process. Staff know and understand children's individual needs, but do not always work closely enough with parents to identify and agree a consistent approach to support children through periods of change or difficulty. For example, staff sensitively help children to express their feelings with language and pictures. This approach is really effective, but not shared with parents to ensure children receive consistent emotional support between pre-school and home. Children are well supported by staff to prepare for moving on to school through planned activities and circle time discussions during the summer term. Overall, children behave extremely well. They enjoy attending the pre-school and consistently engage in sustained play and learning. Children are well supported by staff to develop strong social skills; they form firm friendships and play very cooperatively together overall.

Children are cared for in a safe, welcoming and adequately resourced environment. However, the pre-school lacks resources to help children develop skills in using information and communication technology. Also, staff do not always use the outdoor space to support all areas of learning and to ensure all children are well challenged. Staff teach children how to use tools safely, such as scissors and knives. Staff also teach children how to behave to protect themselves if they are approached by an 'off the lead' dog when they use the recreation ground. This means that children are learning to protect themselves from harm. Staff help children to understand about good health by engaging them in conversations during snack time when children eat fruit, and as they join in their role-play. Children enjoy taking part in physical activities, such as dancing, using spades to dig up grass, and pedalling tricycles. Children are sometimes taken to the immediately adjacent public play park which is equipped with exciting apparatus. However, this is not often enough to fully address the gap in provision on the premises and to ensure older children are provided with good levels of physical challenge.

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

Management demonstrate sufficient knowledge and understanding of the safeguarding and welfare requirements. However, although the setting has been operating under new ownership since September 2013, management has failed to recognise the importance of implementing all requirements immediately. For example, staff are not provided with regular opportunities to engage in personal discussion about their professional development and to review their planning for individual children. Nonetheless, management has secured places for staff to attend and receive training, for example relating to outdoor play and for teaching letters and sounds. Staff meetings are regular and the time spent setting up and packing away each day is used by management to involve staff in evaluating the effectiveness of their planning. There are suitably rigorous procedures in place for recruiting and vetting new staff. The team have completed child protection training appropriate for their level of responsibility. All staff are secure in their knowledge and understanding of the procedure to follow if they are concerned about a child's welfare. Half the staff team hold a valid paediatric first-aid certificate. Risk assessment is effective in minimising accidents and in ensuring children can play safely. All required records and documentation are suitably maintained. Most procedures, such as for completing fire evacuation practice, are in place. This means that children's safety and well-being is promoted in the pre-school.

Management has introduced a new system for monitoring, assessing and supporting children's learning and development progress. This includes the progress check for two year old children. This is a well-designed and potentially effective system. However, this is very new so not fully developed. Management are in the process of introducing new strategies for involving parents in children's learning, but this is also not fully developed. Newsletters have been introduced and these inform parents well about termly activity plans, such as to engage children in a national charity day. The special educational needs coordinator is knowledgeable about the sources of help available to support children if gaps in achievement are identified. Management has secured training for all staff to learn strategies for supporting any child that may attend in the future who is learning English as an additional language. The new special educational needs coordinator is familiar with the processes for securing additional help for children.

Parents are very supportive of the new management. They are looking forward to attending the first parent consultation appointment. Newsletters keep them informed about operational matters and the terms activity plans. Parents talk highly of the staff, who they describe as mature, sensible and very kind.

Management's comprehensive and astute improvement plan shows good use of self-evaluation. Weaknesses are clearly identified and being targeted to achieve good outcomes in all areas within realistic timescales. Future plans include exploring the

possibility of training staff to deliver Forest School teaching methods. However, for the time being the setting is focussing on following their comprehensive and promising improvement plan.

The Childcare Register

The requirements for the compulsory 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	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	EY460577
Local authority	Surrey
Inspection number	923695
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	25
Name of provider	Vanessa Roe
Date of previous inspection	not applicable
Telephone number	07871778573

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

