

The Meadows Nursery School

EAST HORSLEY VILLAGE HALL, Kingston Avenue, Leatherhead, KT24 6QT

Inspection date

Previous inspection date

02/05/2014

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

- Children are happy, motivated to learn and enjoy being at the nursery and this helps to support their progress.
- An effective key person system helps children bond with staff and settle quickly.
- Staff are respectful and considerate towards children so that children behave well.
- Partnership with parents is strong and provides consistency of care and learning and enables children to progress well.

It is not yet outstanding because

- Children's physical development and independence is not fully promoted during meal times.

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 staff and children's interactions in the nursery.
- 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 staff and children 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

The Meadows Nursery School registered in 2013. It operates from a village hall in East Horsley, in the Borough of Guildford, Surrey. The nursery is open each weekday from 9am to 1:30pm for 45 weeks of the year. This includes two weeks during the summer holidays and at half terms. The nursery is arranged over two rooms. Children have access to an outdoor play area. The nursery makes provision for children who learn or speak English as an additional language, and those with special educational needs and/or disabilities. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are five members of staff who work regularly with the children, three of whom have relevant childcare qualifications. There are currently 33 children on roll. The nursery receives funding for the provision of free early education for children aged two, three and four years old.

What the setting needs to do to improve further

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

- strengthen opportunities for children's to improve their physical skills at meal times to enhance their independence.

Inspection judgements

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

The quality of teaching is good. Staff use their thorough knowledge of how children learn to support children's needs well. They know that children develop at their own rate and plan and provide interesting activities that hold children's attention. As a result, children are progressing well towards the early learning goals. Each child has a learning journey that staff use to record their development and next steps in their learning. This means that staff provide focused activities that target each child's specific learning needs well. Staff effectively track children's progress using observations and photographs. This means they successfully identify whether children require any particular support or extra challenge in their learning experiences. Staff involve parents in their children's development and regularly share information with them. This means that staff can identify potential gaps in children's development and parents are very aware of the progress their children are making. Parents comment that they are really happy with the approachability of staff and regular communication they provide. This demonstrates that the staff competently involve parents in their children's learning on an ongoing basis.

Staff liaise well with parents and carers to find out about each child's background and share information when they start at the nursery. This helps staff to support children's

learning effectively. Staff support children with any special educational needs and/or disabilities well. For example, they work closely with health professionals and parents to identify children's individual needs and how these can be met. Staff record and monitor children's individual targets and achievements well to help promote their inclusion.

The nursery provides a good range of activities to cover all areas of learning so children can play, learn and develop to the best of their ability. Consequently, all children are making good progress with their learning and development. Children demonstrate that they learn effectively as they play in the well set up indoor area. Staff promote children's interest and enjoyment of books and literacy through a wide variety of books and a cosy area to sit and read. Staff ask children open-ended questions about what is happening in the books and relate it to children's experiences. This allows children to think about the answers and develops good early reading skills. Staff talk to children and listen and respond to their questions to teach the art of conversation and develop their language skills. Children make shapes out of play dough and count and discuss them with staff. This helps them to develop physically and further their mathematical skills as they learn about the names of shapes. Young children make paint dots on ladybirds' wings with their fingers and paint and write on large easels. This helps the development of their early writing skills. Staff ensure that children enjoy a wide variety of activities outside and go on frequent visits to the local community. These effectively support children's physical well-being and development.

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

Staff work closely in partnership with parents, through a good key person system, to fully understand and meet the individual needs of all children. This clearly helps children to feel comfortable and form secure attachments so they develop their emotional well-being and independence. The settling-in procedure is gradual and staff adjust it to meet the needs of each child. This means they have the opportunity to get used to being at the nursery in their own time and helps to minimise parents' and children's anxieties. Staff show a comprehensive understanding of each child's unique needs and have detailed information on child record forms of their individual requirements. This helps children to feel confident and secure at the nursery and provides continuity of care.

All staff are consistent in their approach to behaviour management. They teach children about the clear and concise boundaries in place and children show that they fully understand them. For example, staff politely and calmly remind children to 'slow down' when they run indoors. As a result, children develop positive behavioural and social skills. Good strategies are in place to teach children how to work together and given their ages and stages of development they all behave very well.

The nursery has effective measures to promote children's ongoing safety indoors, outside and on outings. Staff complete regular and thorough risk assessments of the indoor and outdoor areas. These help to promote children's safety as staff identify and minimise potential hazards well. Children practise regular fire drills, which staff evaluate afterwards to teach children what to do in an emergency. Staff are able to take appropriate action in

the event of an accident as some staff hold paediatric first aid qualifications. Children take small but safe risks when playing, for example as they steer their cars around the roundabout without colliding. This helps children extend their understanding of risk and have a well-developed understanding of safe practices.

Staff enable children to have a good awareness of a healthy lifestyle through regular outdoor activities and fresh air, where they have plenty of opportunities to play and learn. Staff follow children's dietary needs well, this means they include all children in activities. Children enjoy valuable social experiences when eating together. They all sit together to eat and talk with the staff about what they are having. However, staff miss some opportunities during meal times to promote children's physical development and their independence as staff serve the food and pour the drinks for children. Staff promote good hygiene procedures by reminding children to wash their hands at relevant times. This approach helps children to understand about good personal hygiene.

The premises are well laid out to support children's independence effectively. For example, children's pegs are at a low level so that they can hang up their coats and other belongings independently. Children access a very good range of safe, clean, age and stage appropriate toys that they can choose from. This supports children's all-round development. As a result, children develop their confidence and become independent learners.

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

Leadership and management of the nursery are strong. The management demonstrate a good understanding of their responsibilities to meet the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They work closely with parents to bring about the best possible outcomes for all children. There is a very good range of policies and procedures that reflect changes in legislation, inform parents and guide staff in their practice. Staff are deployed well around the nursery to supervise children, maintain ratios and to make sure children's individual needs are met.

The management use self-evaluation well to reflect on practice and recognise priorities for improvement. For example, they look at the outdoor provision and work with the premises management committee to gain permission from the local authority to develop and improve it. Parents also share their views as part of self-evaluation practices. This shapes the service provided, which is highly responsive to its users, promoting good outcomes for children.

Staff recruitment procedures are rigorous and robust to make sure adults caring for children are suitable to do so. Successful induction processes are in place and all new staff are required to familiarise themselves with the nursery's policies and procedures. Most staff have a relevant childcare qualification and others are working to gain a qualification. This reflects the strength of the leadership and commitment to supporting continual professional development. The management lead a close staff team, who are enthusiastic

and work well together. This means that staff are happy in their work and children benefit from consistent support and good continuity of care. All staff have a strong understanding of child protection and how to safeguard children in their care. They have safeguarding training to support their knowledge and provide a safe environment in which children play and learn. Staff know how to report any concerns they may have to the relevant authorities. This means that they are clearly aware of their role and responsibilities to protect children's welfare and all safeguarding requirements are met effectively.

The management understand the importance of having good links with schools that children will attend to offer continuity of care. These help to promote shared learning opportunities to thoroughly underpin continuity in children's learning experiences. These good working relationships help to provide positive outcomes for children and support their individual needs and help to prepare children for school.

Staff work closely in partnership with the parents and share information about children. This means there is consistency of care between home and the nursery to support children's progress. Parents are very positive about the care and teaching their children receive at the nursery and the flexibility it offers for their children.

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	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	EY470940
Local authority	Surrey
Inspection number	942712
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 8
Total number of places	49
Number of children on roll	33
Name of provider	Chevaun Louise Melvin
Date of previous inspection	not applicable
Telephone number	01483285019

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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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