

Peaslake Nursery

Colmans Hill, Guildford, GU5 9ST

Inspection date

Previous inspection date

06/05/2014

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

- Staff work effectively as a team to provide children with positive play and learning experiences within a happy, stimulating environment. Children, as a result, have fun and enjoy their childhood.
- Children's personal, social and emotional development is excellent. They are confident, show a strong motivation to learn and play exceptionally well together.
- Children's communication and language development are very good. Staff skilfully encourage children to develop their conversation skills using open-ended questions to invite responses.
- Partnerships with parents are outstanding. Children benefit significantly from the excellent two-way flow of information between their main carers, which promotes a highly consistent approach to meeting their individual needs.
- The nursery's practice is very effective in supporting children's well-being. Children settle happily into nursery life and staff prepare them well for the next stages in their education.

It is not yet outstanding because

- The nursery supports children with English as an additional language but does not have an extensive range of resources to enhance children's understanding and knowledge of their own and other cultures.
- The indoor nursery environment is rich in print but the outside area is not fully

developed with resources to maximise children's opportunities to learn 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 observed children's activities both inside and outside.
- The inspector sampled nursery documentation.
- The inspector spoke to staff about nursery practice.
- The inspector took into account the views of parents spoken to on the day of inspection.
- The inspector invited the nominated person to carry out a joint observation.

Inspector

Catherine Hill

Full report

Information about the setting

Peaslake Nursery registered in 2013 and operates from Peaslake School near Guildford, Surrey. It is registered on the Early Years Register. Children have access to an enclosed outside play area and use of the school grounds. The nursery is open from 9am to 12 noon on Monday and from 9am until 3pm on Tuesday, Wednesday, Thursday and Friday. Children are able to attend a breakfast club session from 8am each day. The nursery supports children who speak English as an additional language. The nursery employs four members of staff. The nursery supervisor has a recognised early years qualification at level 3 and another staff member has Qualified Teacher Status. Professional development is ongoing for staff and two staff are currently working towards a recognised childcare qualification at level 3. The nursery currently has 18 children on roll. It receives funding for the provision of free early education to children aged two, three and four.

What the setting needs to do to improve further

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

- increase resources to provide children with further opportunities to learn about their own and other cultures
- extend the use of print into the outdoor learning environment to maximise children's opportunities to learn about words during daily play outside.

Inspection judgements

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

Children thoroughly enjoy themselves at the nursery. They make good progress with their learning and show a strong motivation to learn as they actively engage in play which interests and stimulates them. Staff have a good understanding of how children learn. They instinctively recognise when to step in and support children, to help develop their learning, and when to step back and allow children time for independent exploration through play. Children relish the freedom to grow and develop at their pace. They feel cherished and valued and their personal, social and emotional development is excellent as a result of the sensitive support they receive from staff. Children confidently choose the resources they need, for example, moving wooden building blocks to build a boat outside with their friends. They show active imaginations as they pretend to look out for monsters and staff develop children's conversation skills as they ask them what monsters look like. Children smile and then quickly reply that monsters have, '100 legs, 100 eyes and 100 bottoms'. Children learn about cause and effect as they fill bottles with water and pour the water down funnels attached to plastic tubing. They observe when the funnel is empty

and refill it repeatedly, reinforcing their understanding of how the water disappears down the attached tube. They work well together as one child holds the funnel upright while another pours the water.

Staff work positively with parents to fully involve them in their child's learning journey and there is an excellent two-way flow of information that promotes consistent practice in meeting children's individual needs. Parents share information about children's starting points, both verbally and in writing, and staff maintain records with ongoing observations of children's learning. Staff assess and track children's development and plan next steps to enable children to make continuous progress. They understand the requirement to complete a written progress check on two-year-old children. Staff adapt activities and resources to allow for children's differing and developing abilities. For example, younger children have a picture alongside their name to help them recognise their name card for their snack box while older children have a label with their name only printed on it. The indoor environment is rich in print and this enables children to develop a good understanding of words. However, the outdoor area has yet to be fully developed with resources to provide a highly stimulating visual environment to enhance children's understanding and awareness of words as they play.

Children's communication and language skills are very good and staff plan regular activities that enable these skills to be reinforced and developed further. Parents share information about their children's home activities in a news book and staff use this as a starting point for discussion with children. They gently prompt children to recall events and this not only supports children's conversation skills but also their awareness of the passage of time. Children concentrate well as they draw pictures to illustrate things they have done. They confidently write their name on their work with clear recognisable letters and staff use the opportunity well to reinforce children's understanding of letter/sound links. Staff skilfully use a variety of teaching strategies, such as questioning, discussion and demonstration, to support and challenge children's learning in all areas. Children show a good understanding of number as they recognise numbers in random order printed on a set of wooden cards. Staff challenge children to put the cards in order and gently lead them to achieve while continually reinforcing the number names. Children quickly hold up four fingers while saying the number four and take ownership of their learning as they ask staff how they can make 'six' using their fingers.

Staff use the nursery and local environment well to support children in developing their physical skills and understanding of the world. They take children on walks in the local woods and children learn about nature as they observe, for example, the different plants and trees. Children have a wonderful time developing their physical skills as they play outside. For example, they confidently ride around on wheeled toys and develop their coordination skills as they play with balls and hoops.

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

Staff support children's well-being effectively. They prepare children well for the next stages in their education as they support their all-round development and instil in them

the confidence to become independent learners. Staff respect children as individuals and settling-in procedures are flexible to meet each child's needs. Children have excellent relationships with both their key person and all staff and show they feel secure in their care as they confidently approach them for support when needed. Children's behaviour is exemplary. They show patience and an understanding of fair play as they wait their turn to play a number game with others. They are familiar with nursery routines and take responsibility for their belongings as they put them away on arrival. Children develop a sense of ownership of their environment as they see their photographs and artwork on display. They have access to a wide variety of resources to support their learning through play. Children learn about differences through planned activities. For example, they learnt about Chinese New Year through activities that involved colouring faces of the different animals that represent the new year, making handprint dragons and tasting noodles. Staff support children with English as an additional language. However, the nursery does not have a variety of resources to enhance children's understanding of their own and others' different cultures during free play.

Staff work closely with parents to promote children's understanding of a healthy lifestyle and to meet children's dietary requirements. Children follow routine hygiene practice as they put their hand in front of their face when sneezing and wash their hands before eating. They confidently share their understanding of why they wash their hands stating that, 'if you have dirt or bugs on [your hand] you will get bugs in your mouth'. Children enjoy the freedom to play outside in the fresh air and develop healthy bodies through exercise. They take the initiative to develop their skills, for example, as they balance walking on low level stilts and as they practise manoeuvring tricycles safely around others at play. Staff allow children to take controlled risks so they develop a good understanding of safety. Children stack three wooden blocks on top of one another. They look at the stack and notice the top block is askew from the others so realign it knowing they could fall off if they climb up when it is not balanced correctly.

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

The leadership and management of the nursery is good and they understand their responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. Children's welfare is safeguarded well by staff who understand the procedures to follow with any child protection concerns. Recruitment and induction procedures ensure all staff are vetted and suitable to work with children. Staff attend first aid and safeguarding training and an informal supervision and formal appraisal system monitors staff performance. The nursery supports staff with their continuing professional development. As well as two staff working towards a recognised qualification at level 3, other staff also attend training. For example, they have attended training relating to two-year-olds in mixed age settings, outdoor learning, music and physical education. Staff are enthusiastic and dedicated to providing children with positive learning experiences in a stimulating happy and nurturing environment. They supervise children as they play and detailed risk assessments are undertaken to identify and minimise any hazards so children can play safely.

The nursery works positively in partnership with parents and others involved in children's care and education. Children's learning is monitored and ongoing assessment enables staff to plan effectively to progress children's skills and bridge any gaps in achievement. Relationships with parents are excellent. The nursery supervisor shares information with parents in a communication book that includes a detailed review of their child's weekly activities. Parents are effusive in their praise of the nursery and its staff. They confirm they are 'very much involved with [their child's] learning' and that 'staff communicate well'. Parents state that the nursery is 'fantastic' and staff 'have a passion for caring for children' and they 'cannot rate the nursery high enough'. Management evaluate and reflect on nursery practice taking into account the views of staff, parents and children. They liaise with their local authority and have completed audits of the nursery environment and also a detailed written evaluation of practice. A nursery focus group meets regularly to evaluate practice and identify areas which can be further developed to improve outcomes for children. Recent improvements include upgrading storage facilities and equipment for children and providing a fenced off area of the school grounds solely for the use of nursery children.

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	EY470264
Local authority	Surrey
Inspection number	941208
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	15
Number of children on roll	18
Name of provider	The Peaslake Schools Trust Committee
Date of previous inspection	not applicable
Telephone number	01306730411

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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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