

Young Explorers @ Cobham

St Andrew's CofE Primary School, Lockhart Road, COBHAM, Surrey, KT11 2AX

Inspection date

Previous inspection date

13/05/2014

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 at the nursery. They engage in a range of activities that support all areas of learning and are making good progress.
- Good quality teaching by staff ensures that children are motivated and engaged throughout the session.
- Parents speak highly of the service provided by the nursery, the progress their children make and the warm welcome of the staff.
- Children have positive warm relationships with the staff and thrive in the caring environment.
- Staff and management review their practice regularly and make changes to benefit the children in their care.

It is not yet outstanding because

- There are missed opportunities during snack time to support and develop children's independence and self-care skills.

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 in their play together indoors and outdoors.
- The inspector sampled the nursery's documentation and the children's development records.
- The inspector spoke to parents, children, the Head teacher of the on-site school and the manager of the Oasis Family Centre.
- The inspector carried out a joint observation with the nursery manager.
- The inspector read and took account of the nursery's self- evaluation form.

Inspector

Vanessa Brown

Full report

Information about the setting

Young Explorers @ Cobham limited registered in 2013 and is one of two privately owned settings. It is on the Early Years Register and the compulsory parts of the Childcare Register. It is situated in a purpose built premises located within Saint Andrews School in Cobham, Surrey The premises consist of an entrance hall, a large room with a kitchen and side room and toilet facilities. There are two enclosed areas available for outdoor play. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs four members of childcare staff and there are two volunteers. Of these, four hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday term time only from 9am to 12 pm. There are currently 21 children on roll who are in the early year's age group. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- extend children's opportunities to become independent during snack time.

Inspection judgements

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

Children are happy to enter the nursery and confidently choose from a range of resources that support all areas of learning and development. Staff plan activities to support children to move on to their next stage of development. Plans for individual children are based on assessments made of children's starting points and ongoing observations. Staff follow children's interests and gain information from parents before they start in the nursery. This ensures that children's individual needs are being met. Staff also work with other settings that feed in to the nursery to gain information on children's starting points. This ensures that individual learning plans for children are accurate and look at the bigger picture for the child. This system fully supports children to make good progress including those children who may have special educational needs and/or disabilities or learning English as an additional language. Children are making good progress in the nursery overall taking into account their individual needs and abilities.

Staff have a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They have high expectations of children and interact and engage with children well. Children enter a warm and welcoming environment and confidently choose from the range of resources and activities on offer. This supports them to become independent learners. For example children choose to play with play doh when they enter the nursery. Staff ask what they would like

to make. Children choose to make a snowman. Staff ask questions and children think about what a snowman might need to keep him warm. Children talk about different types of clothes and scarves. This extends children's learning as the conversation leads into the seasons of the year.

Quality of teaching by staff is consistently good. Staff recognise when it is appropriate to intervene in children's play and when it is important not to interrupt. This ensures that children are able to make and develop relationships independently and also develop their imagination. Staff know individual children well, their interests and abilities. For example staff recognise the children who like to play and learn outside, and know their favourite activities and resources. Children have frequent opportunities to play outside and there are also planned adult led activities as well as free choice for children. They are able to choose from two areas, one with a sensory garden and quiet area and the second provides resources to support physical development and imagination. The sand table is popular on the day of the inspection. Children dig for treasure and staff teach children what happens when they use sieves and water wheels to see the movement of sand. Staff ask questions and model language to support children's learning. They sit alongside children and talk about what they are doing. Staff extend children's language by introducing new words and concepts in children's play. They support children to think critically about what they are doing and encourage children to have a go at new activities and challenges.

Children run, pedal, balance and explore in the stimulating outdoor environment. Staff play games outside to support children's physical development and understanding of numbers. Children count, run around and scream with delight during a game of "What time is it Mr Wolf". Staff support children to learn about their feelings and emotions. They remind children during play that it makes a person sad if someone throws sand in their eyes. Children discuss the reason why. They are starting to develop an understanding of how other people feel. Children learn about different languages, cultures and to celebrate diversity by as the nursery supports the languages of the children who attend.

Children develop independence as they enter the nursery and hang up their own coats and bags. They confidently locate their own name and this is reinforced at snack time. Children develop positive relationships with staff and other children. Friendships are evident which supports children's confidence and self-esteem. The key person system works well and parents and children know who to talk to if they have any concerns. Parents comment that they are happy with the progress their child is making in the nursery. Staff work closely with parents to support children's learning at home. Parents comment that they appreciate the information they receive from the nursery. The weekly newsletter gives parents information on the activities for the week ahead. This also includes a weekly theme and nursery rhyme for parents to practise at home with their children.

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

Children are happy, content and safe in the nursery. They develop warm positive relationships with their main carers and other staff. This helps to develop their confidence as they try out new activities to support their learning. A key person 'buddy system' is in place for when a staff member is on holiday or sick. Parents are informed of this and there is a list on the wall that parents can see. Children behave well overall in the nursery. Staff remind children to be kind and they discuss the consequences of their actions. They talk about the rules indoors and outdoors. Pictures and words on display also remind children to take turns. Staff praise children for positive behaviour and distract children when they become challenging. They also allow children time to manage their own behaviour and only intervene to keep children safe. As a result children develop an understanding of how to keep themselves safe.

Children have regular opportunities for outdoor play. Consequently they benefit from lots of fresh air and exercise. Staff encourage children to explore and take risks but also encourage children to think about what they are doing. Children choose to make marks on the wall using water and brushes. They go on a bear hunt using magnifying glasses and talk about insects in the garden. Staff and children make an obstacle course with crates so that children learn to negotiate their way around using tricycles. Children sit in the quiet area in the garden and learn to take turns playing a game. The good quality learning experiences support children's independence and cooperation.

Staff support children's independence by encouraging their awareness of self-care routines. Pictures in the toilets remind children to wash their hands after using the toilet. Children understand the importance of washing their hands prior to snack time. Children have good opportunities to learn about following a healthy lifestyle. Pictures of fruit and vegetables in the home corner and outside remind children of the types of food that are healthy. Staff provide fresh fruit, vegetables and healthy drinks at snack time. On the day of the inspection children choose from apple, cucumber, grapes, strawberries and oranges. Staff sit with the children and talk about their favourite foods and what foods are healthy. However staff provide the snack and children are not involved in the cutting up fruit or pouring drinks. Therefore there are missed opportunities for children to be independent and develop their self-care skills during snack time.

Staff maintain a rigorous health and safety policy. Staff understand children's dietary and medical needs and adhere to these. Staff describe how they would deal with any safeguarding issues and know who to speak to if they have any concerns. Children's behaviour shows that they feel safe in the setting and that they are confident to approach staff. Children are well prepared for the transition into school. This is because the nursery provides opportunities for children to develop confidence and self-care skills. They learn how to be independent and hang up their own coats and bags. Children have the opportunity to take books home from the lending library. Children learn to sit and listen to instructions during circle times and older children concentrate well. On the day of the inspection some of the older children visit the school on site. This is the first of many visits that the nursery has planned with the school. This will enable children to become familiar with the school environment and the teachers.

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

Staff provide children with a secure and nurturing environment where they are developing well. Children benefit from a wide range of learning experiences indoors and outdoors as staff understand and plan for the needs of each individual child.

Management and staff have a good understanding of the Statutory Framework for the Early Years Foundation Stage. Children benefit from a broad range of experiences that help them progress towards the early learning goals. Staff find out from parents and other settings about children's starting points and they use this information to plan activities to support their learning and development. Children have a learning journey folder which includes an All about Me document, tracker documents and observations. This helps staff plan activities for their next stage of development and to support children's individual ongoing needs. Staff also have strong links with other providers and information is shared to support children's needs. Parents comment that they feel very involved with their child's learning and appreciate the support from the staff. Consequently children are progressing well in relation to their starting points.

Staff understand the importance of keeping children safe. They explain the signs and symptoms they watch out for in order to safeguard children. Staff confidently explain the actions they would take if they had concerns about a child and also refer to reminders of information sharing procedures that are displayed in the nursery. Staff understand the procedures to follow if they had concerns about the behaviour of another member of staff.

Management and staff ensure that premises are safe and well maintained. This is important as they share the premises with the on-site before and after school club. Staff follow daily written risk assessments and are vigilant in ensuring that the environment indoors and outdoors is safe and secure. There are good recruitment and induction procedures in place as well as ongoing supervision, appraisal and training opportunities for all staff. This ensures that staff continue to be suitable to work with children. Staff and management follow policies and procedures that are reviewed regularly. Parents receive a copy of the policies and procedures when they start at the nursery. A copy in the entrance to the nursery serves as a reminder. Staff are deployed well with the correct child to staff ratio at all times. Management and staff are striving for continuous improvement. Currently they share the premises with the before and after school club which results in them having to set up and tidy up the nursery every day. They plan to move to new premises on the same school site in September and have plans to take the nursery forwards.

Management and staff review children's progress regularly to ensure that children receive the individual support they need. Staff support parents to work with external agencies such as speech and language therapists, Oasis Family Centre and the local children's centre. This supports children's development and ensures that care in the nursery is tailored to children's specific needs. Staff have secured strong links with the school on site in order to promote children's readiness for when they go to school. Parents are consulted on the care and learning the nursery provides using questionnaires

and by having regular conversations during the day and at parent's evenings. Parents receive newsletters and weekly e-mails which keep them informed of the activities in the nursery and parents regularly respond to them with ideas. Parents speak highly of the management and staff and about the care their children receive. They explain that their children settle in well and benefit from the range of activities the nursery provides. They explain that the key person system works well and they are able to discuss children's individual needs with them.

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	EY468700
Local authority	Surrey
Inspection number	943990
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 4
Total number of places	32
Number of children on roll	21
Name of provider	Young Explorers @ Cobham
Date of previous inspection	not applicable
Telephone number	07950166338

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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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