

# Red Balloon

274 Portsmouth Road, Cobham, Surrey, KT11 1HU

<b>Inspection date</b>	29/05/2014
Previous inspection date	05/10/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## **The quality and standards of the early years provision**

### **This provision is outstanding**

- Leadership and management are exceptionally strong at this setting. Managers are highly reflective and evaluative in all areas. This leads to continual improvement for children and staff.
- The needs of the range of children are extremely well met. Children with special educational needs and/or disabilities, those learning English as an additional language make excellent progress.
- Staff practice consistently reflects the highest aspirations for children's safety, well-being and learning.
- The quality of teaching is consistently inspirational. Staff understand children's needs well and value their individuality.

## 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 activities inside and outside.
- The inspector talked to parents, staff, children and the cook.
- The inspector met with the manager and owners.
- The inspector sampled some policies.
- The inspector read the self-evaluation form.

## Inspector

Louise Bland

## Full report

### Information about the setting

Red Balloon nursery opened in 2004. It operates from an old converted telephone repeater station. There are three group rooms as well as a baby sleep room for children's use. All rooms have access to individual and shared outdoor areas. There is easy access to the setting with all of the children's base rooms being available on the ground floor, Disabled toilets are on site. The nursery serves families from the local and surrounding villages and is registered under the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are currently 95 children on roll in the early years age group. Children attend for the full day. Staff provide care and support for children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery is in receipt of nursery funding for three-year-olds. The nursery opens five days a week. Sessions are available from 7.30am until 6.30pm all year round, excluding Christmas and Bank Holidays. There are 21 members of staff working with the children. Of these, 17 hold a recognised early years qualification and four members of staff are on training programmes. All of the staff except one, are qualified first aiders.

The nursery is a member of the National Day Nurseries Association (NDNA) and the Pre-school Learning Alliance. The nursery attained a silver award from the Investors in People accreditation in March 2012 and was awarded NDNA Quality Counts at Level 3 in April 2012. The setting currently holds Investors in People award.

### What the setting needs to do to improve further

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

- enhance opportunities for children to explore, observe and find out for themselves without adult interaction.

### Inspection judgements

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

Management and staff consistently achieve very high standards and provide exceptional educational programmes for children of all ages and abilities. Skilled key persons put in place highly effective action plans for children who are not yet meeting the expected stages of development, in consultation with parents and professionals. The provider has employed a teacher who makes sure that children's move to school and other early years settings are successful and highly effective. The teacher's plans demonstrate her extensive knowledge and show an extremely sharp focus on developing children's communication, physical development and social skills. She also encourages children to learn about sounds

and letters through age-appropriate play activities, preparing children very well for the next stage of their learning.

Detailed, meticulous tracking of every child demonstrates excellent progress for all children. All children are exceptionally well prepared for school as the teacher has developed excellent relationships with feeder schools, including state and private schools. Children in the pre-school room are increasingly given greater independence. Staff use their expert knowledge to provide varied educational programmes for the children. For example, children are using computers and computer tablets confidently, effectively supported by a member of staff to learn about the sounds that letters make. Children are highly motivated and fully engaged, asking and answering questions with confidence.

The quality of teaching is exemplary. Staff use spontaneous opportunities to extend children's learning and ignite their imaginations. For example, a flood at the bottom of a tree has prompted staff to provide children with wellington boots and a small rowing boat. This enables the children to explore by themselves, as staff stand nearby. This allows children to independently assess and manage risks, such as getting wet or falling over. It also allows children to explore and experiment, learning actively in the outdoor area. Children use their imagination as they row the boat and pretend they are at the seaside.

Just occasionally, staff eager to participate in children's learning; provide support without giving children time to experiment. However, this does not have a detrimental effect as it happens rarely. Staff plan regular and exciting visits to enhance children's learning in the community, including a trip to the zoo and going to the shops. This helps to ensure there is rich and varied learning programme.

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

Key persons have an excellent understanding of their children's needs and abilities. The successful key-person system enables staff to maintain a strong partnership with parents to help children settle quickly and happily. The excellent relationships between the key person and child ensure that all children are emotionally secure and thrive in this nurturing environment.

Staff encourage all children to be highly independent from an early age. Older children help to lay the table for lunch and serve themselves from the healthy, nutritious food provided. Staff place significant importance in enabling children to take ownership of their nursery. For example, they prepare snack for themselves and their friends. Babies are encouraged to feed themselves with effective encouragement and support from staff as required. All children demonstrate a strong sense of belonging. Babies know routines well. After a nappy change, they happily take themselves off to the table for their mid-afternoon snack.

Staff provide a broad and varied range of good quality resources that are available for children to choose. This enables children to follow their own interests and significantly enhances their learning opportunities. Children of all ages show high levels of self-

confidence and know their limits. Staff encourage children to learn about keeping themselves and others safe, through providing good opportunities to challenge themselves physically.

Children's behaviour is exemplary. Staff are excellent role models, treating each other and children with respect. Consequently, even the youngest children learn to share and cooperate, as two babies help each other with a shape sorter. Older children have a clear understanding of the expected boundaries, as they check to see if staff are outside before they go out to play.

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

Leadership and management are inspirational. The management team work tirelessly to continue to improve this outstanding setting. Documentation to support this includes the detailed self-evaluation form and a detailed and continually updated action plan. Tracking of children's progress is exemplary. The manager observes staff practice regularly, and monitors the educational programmes very effectively. Management can see from a spread sheet where intervention may be required and where additional professional support has been successful. Management and staff have excellent relationships with outside agencies. For example, they work closely with the special educational needs coordinator for Surrey and the speech and language service. This ensures that children are fully supported and make excellent progress from their starting points.

Highly effective safeguarding procedures are in place including staff recruitment, staff training, monitoring and reflection on accident, incident and medical documentation. All staff have a very secure knowledge and understanding of safeguarding procedures, and implement comprehensive child protection procedures as required. Security is taken extremely seriously and there is a fingerprint entry system, double doors and a visitor and sign-in system.

The management are highly reflective and encourage this in all staff at regular supervision meetings. Staff training is matched to the needs of the individual. Most staff hold a first aid qualification and all have safeguarding training. A clear induction programme is in place with systems to test the trainees understanding of the training, such as a quiz.

Partnerships with parents are excellent. Management encourage an open-door policy and there are various methods to communicate with parents. A parents' consultation group enables all parents to contribute their views and suggestions, and these are valued and included in the self-evaluation system. Parents are extremely pleased with the significant progress their children make at this excellent nursery.

### **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

<b>Unique reference number</b>	EY278971
<b>Local authority</b>	Surrey
<b>Inspection number</b>	826787
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	54
<b>Number of children on roll</b>	95
<b>Name of provider</b>	Red Balloon Nurseries Ltd
<b>Date of previous inspection</b>	05/10/2010
<b>Telephone number</b>	01932 866505

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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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