

Churt Village Nursery School

Village Hall, Crossways, Churt, FARNHAM, Surrey, GU10 2JA

Inspection date

14/05/2014

Previous inspection date

07/03/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 make good developmental progress because staff know them well and frequently use open questions to extend their learning.
- Staff constantly motivate children during their play through their own positive involvement, both indoors and outdoors.
- Children show good independence and high levels of concentration because staff provide a good range of activities and resources and give them plenty of time to become deeply involved during their play.
- Children are very happy and settled because staff work closely with parents and support children well in what they choose to do to successfully help them achieve their aims.

It is not yet outstanding because

- The links between children's particular interests and aims for their individual development are not strengthened through the involvement of all staff in activity planning.
- Children are not always provided with a wide range of resources to further promote their understanding of technology and how things work.

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 in the indoor and outdoor play areas.
- The inspector completed a joint observation with the manager of the provision in the outdoor play area.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of parents' views spoken to on the day of the inspection.

Inspector

Catherine Greenwood

Full report

Information about the setting

Churt Village Nursery School registered in 2012. It is one of three privately owned settings located in the villages surrounding Farnham. The nursery school operates from Churt Village hall, in Churt, Surrey. Children are accommodated in one large room and a smaller room. There is an area available for outdoor play. There are toilet and kitchen facilities available. The nursery school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery school is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery opens five days a week during school term time. Session times are Monday and Wednesday from 9am until 3.15pm, and Tuesday, Thursday and Friday from 9am until 1pm. The provider employs six staff, including the manager, to work with the children. The nursery supports children with special educational needs and/or disabilities. There are six staff who work directly with the children, of whom four hold appropriate early years qualifications, ranging from level 3 to qualified teacher status. The provision receives support from the local authority.

What the setting needs to do to improve further

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

- increase the opportunities for all staff to be involved in activity planning to strengthen the links between children's specific interests and the aims for their individual development
- provide a wider range of resources to further promote children's understanding of how things work.

Inspection judgements

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

Children show great enthusiasm as they arrive at the provision, quickly choose resources and start playing. They show good independence and a strong exploratory approach during their play. Some children concentrate exceptionally well as they often choose to draw and use rulers and crayons to make designs and colour in pictures. Staff notice children's achievements and make good use of these opportunities to engage in conversation and ask questions. For example, they ask children to count the number of legs on their drawings of spiders and provide them with challenge as they ask them to identify higher numbers.

Children show good concentration and confidence as they communicate during large

group discussions. For example, they remember and talk about a recent visit from the fire services and the number they need to call in an emergency. Staff read books that successfully capture children's interest and give them time to make comments about what they see and understand in stories. They introduce new words, such as 'sizzle,' that extend children's vocabulary. Staff adopt a child-led approach and often use the interests of the group of children to provide them with a wide range of activities and experiences. For example, in response to children's interest in pirates, staff create a ship from a climbing frame and provide opportunities for them to make flags from giant tubes, take part in treasure hunts and make eye patches. Children go on outings with their parents to a fruit picking farm, woodland areas and a shallow local stream where they enjoy paddling in their wellington boots. Staff promote children's ability to speculate through trial and error, by encouraging them to drop sticks into the stream and watch the current take them under a bridge.

Children are very motivated because staff patiently give them time to achieve their aims, while providing good support. Consequently, children develop a wide range of skills and are well prepared for their future and starting school. Staff do this consistently, both indoors and outdoors. For example, when they notice children playing with resources in the natural camouflage den they join them and ask if they want to feed the tadpoles. Children respond with enthusiasm and learn about the importance of not over-feeding the tadpoles and they know that they turn into frogs. They extend their physical abilities and are provided with challenge as they ride wheeled toys at high speed and throw and catch balls and bean bags in the nursery garden. They build towers with blocks and develop good balancing skills and co-ordination as they jump between low-level tubs. The provision employs an external organisation which facilitates weekly group sport activities that provide children with further challenge.

Children are keen to use the computer which staff make available on some days. However, there are limited other resources for children to use to extend their understanding of how things work. Staff have a good knowledge of children's individual needs, progress and next steps for learning. They regularly observe and assess children during their play and complete summary and planning sheets that clearly identify the good progress children make in relation to their developmental starting points. However, not all staff are involved in planning to strengthen the links between children's particular interests and the aims for their individual development. As a result, planning is not always closely linked to the interests of individual children. Children and their families are provided with support in meeting special educational needs through aims and objectives that are identified at meetings and in children's individual education plans. Parents are fully involved in children's learning. Staff share a summary of their observations of children and their plans for reviewing children's progress at age two to three years with the parents. Staff encourage parents to complete information about 'what I have been doing at home' in relation to children's next steps for learning. This engages parents further in their children's education.

Staff work well together as a team to meet children's individual needs through an effective key-person system. They frequently motivate children to try things for themselves which promotes children's good independence. Children are very well behaved and quickly co-operate when staff intervene and ask them to take turns with sharing the resources. Children are very happy and settled, form close relationships with staff and often become deeply involved in activities as they choose to play with their friends. They are provided with healthy snacks and drinks which promote their good health. Children have plenty of time to play outdoors in the garden and during weekly outings to a nearby recreation ground where there is playground equipment. Staff provide children with privacy when they change their nappies and support for younger children with completing personal hygiene tasks.

There is a good range of resources that are easily available to children, both indoors and outdoors. Children often play in an animated and imaginative way as they choose and use dressing up clothes and other items in the role-play area. Staff introduce additional resources in response to children's interests. For example, they take out large wooden blocks that inspire children to work together to make large constructions, such as fire engines. Staff enter into the spirit of children's play and make their learning fun and enjoyable due to their positive approach. Children learn about their own safety. For example, staff remind them not to use the wheeled toys on the slope from the hall door into the outdoor play area and what they need to do on outings. Children develop an awareness of different languages through taking part in weekly French lessons. They learn about differences in society through listening to stories and taking part in activities related to different festivals and religions. For example, they make clay lamps for Diwali, make a vegetable stir fry for Chinese New Year and listen to stories read by the local vicar in recognition of Easter. Children move smoothly between the provision and school because staff meet their individual emotional needs. They help children become familiar with what happens when they go to school by providing them with school uniforms to use in their imaginative play.

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

This inspection was brought forward following notification to Ofsted from the provider that a child was left outside briefly following an outing. Since the incident the manager has reviewed and revised safeguarding policies and procedures for outings with all staff. Consequently, children's safety and security is now well maintained both in the premises and on outings. Staff regularly count the number of children present and staff: child ratios are well known and adhered to. The manager has also reorganised the staff rotas to ensure qualification requirements are met at all times. Staff complete daily risk assessments to maintain children's safety and make sure they wear appropriate clothing on outings. This inspection found that staff take positive steps to keep children safe at all times.

The owner of the provision is currently acting as temporary manager. She has a good understanding of her role and clearly understands and meet the requirements of the

Statutory framework for the Early Years Foundation Stage. Staff have a good knowledge of children's individual family circumstances and needs. The named child protection practitioner works closely with staff, children's carers and social workers who visit the provision to share information about children's individual needs and well-being. All staff complete child protection training that safeguards and promotes children's welfare. All staff have had appropriate checks completed to help ensure their suitability to care for children.

Since the last inspection staff have attended several training courses which has enhanced their good practice in promoting children's learning and development. The owner of the provision plans to continue to review all staff training needs through supervision and appraisals in her role as temporary manager. Staff make good use of observation and assessment to monitor and revise activities for all children, including those who need additional support. They invite the local authority, parents and other agencies, such as speech and language therapists, into the provision to discuss how activities can be adapted to reduce gaps in children's learning and development. Since the incident of a child being left outside briefly, the temporary manager has devised and successfully implemented a clear action plan through consultation with staff. This includes a training day which is a refresher of all policies and procedures and aims for promoting children's well-being, safety and development. The owner has recently started to make good use of weekly team meetings to further drive improvement. Consequently, staff are more actively involved in improving outcomes for children. Parents are invited to complete an anonymous online survey to seek their views about the provision. In response to their comments the provision has made the outdoor play area more secure so that children can play safely in the garden. Recommendations made at the last inspection have been met. Staff have improved the organisation of group activities so that learning is geared to children's differing abilities, concentration levels and stage of development.

Staff establish good partnership with parents to meet children's individual needs. They communicate well with other early years provision that children attend to provide continuity in their care and learning. Since the last inspection staff have strengthened their partnership with parents by asking them to complete 'all about me forms' which helps them to continue children's learning when they first start at the provision.

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	EY452248
Local authority	Surrey
Inspection number	974234
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	42
Name of provider	CS Nursery Schools Ltd
Date of previous inspection	07/03/2013
Telephone number	01252 793863

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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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