

Pine Wood Nursery School

83 Burnt Hill Road, Lower Bourne, Farnham, Surrey, GU10 3LL

Inspection date

Previous inspection date

24/06/2014

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 and children form positive relationships. Children are very happy, relaxed and settled at the nursery. They benefit from the kind and caring staff who support them effectively in meeting their daily needs.
- Staff provide children with a well-resourced and welcoming environment for their care, learning and play, and this helps them feel safe and secure in the nursery.
- Children enjoy daily access to an outdoor area which helps promote a healthy lifestyle and caters for those children who learn better outdoors.
- There is an effective key-person system implemented and staff know the children and their families well. This enables staff to provide good continuity of care and learning.
- Purposeful discussions with parents and a cohesive approach to children's learning means that everyone is well informed about the children and individual needs met well.

It is not yet outstanding because

- Staff do not maximise all children's opportunities to develop an awareness of words in the outdoor environment to enable all children to further value the language of others and strengthen their understanding that print carries meaning.
- Systems for self-evaluation and monitoring, although good, do not always promote how staff can support each other's practice or clearly evidence the nursery's rate of improvement.

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 took account of the views of parents on the day of inspection.
- The inspector observed practice inside and outside.
- The inspector invited the manager to carry out a joint observation.
- The inspector discussed nursery practice with the manager and staff.
- The inspector looked at children's learning journeys, planning documentation, a selection of policies and procedures and staff suitability records.

Inspector

Hazel Stuart-Buddery

Full report

Information about the setting

Pinewood Nursery School, registered in 2013. It operates from the Royal British Legion Hall in Bourne village on the south side of Farnham, Surrey. Children are accommodated in two rooms, along with access to an enclosed outside play area. There are toilets, changing facilities and a kitchen. The provision serves families from the local community. It is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The provision is in receipt of funding for the provision of free early education to children aged two, three and four. It provides support for children with English as an additional language and special educational needs and/or disabilities. It opens Monday, Wednesday and Friday from 9am until 1pm, and Monday, Tuesday and Thursday from 9.00am to 3pm. The setting is open term-time only. Parents have the option of sessional or full day care. There are six members of staff who work with the children. The manager holds a level 5 qualification. Three other members of staff have appropriate early years qualifications to level 3. The nursery 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:

- enhance labelling around the environment outside to include everyday objects and the home languages of children who attend, to further enable all children to value the language of others and strengthen their understanding that print carries meaning
- make greater use of systems for self-evaluation and monitoring to enhance staff practice.

Inspection judgements

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

Staff work extremely hard and create a nurturing, welcoming and stimulating environment for children to play and learn. Staff know the children and their families well and this enables children to make good progress in their learning and development. Activities are well planned and flexible according to interests and abilities. The quality of teaching is good. Staff motivate and inspire children's learning through planned themes and topics and extend their knowledge and understanding effectively as they link resources. For example, this week children are learning about different occupations. Staff place books around the environment that reflect the different jobs that people do. Children then use their imaginations to act out some of these roles. For example, children chose to make a post box yesterday and today they write letters and draw pictures to post. Children

enthusiastically request to be the post person and excitedly open the box to get the letters out. This shows staff provide resources and a stimulating learning environment that enables children to develop their imaginations, their creative skills and their awareness of the community they live in.

Children arrive happily and enthusiastically, and enjoy group 'circle' time. All children receive maximum enjoyment out of this activity as staff separate children into groups of those who will be attending school in September and the younger children who have recently started. The older children sit attentively as staff encourage them to talk about the different activities they have done at home. Children are confident communicators and happily talk about trips they have made to the swimming pool, ballet lessons and to visit their 'big school'. They enjoy singing at circle time and heartily sing rhymes and join in with the actions. Children are developing good communication and language skills and, therefore, they are developing the skills they need for their future learning.

Staff encourage children to use their imagination, develop their physical skills and think critically to solve problems. Children show sustained levels of concentration as they use small construction pieces to make a large crane. They look at the instructions and follow them carefully. Staff interact well and provide good levels of support. They allow children time to solve problems for themselves before they provide support to avoid frustration. Children talk about size as they decide which piece will best fit, for example, by saying which pieces are 'bigger' and 'smaller'. Children finish the models and proudly show them off. Staff acknowledge their achievements and move the model up high to show parents later, staff also then take a picture. All of which boosts children's self-esteem and confidence. Staff promote children awareness of words in the environment and that print carries meaning. The indoor environment is print rich with key words also in dual languages for those children with English as an additional language. However, staff do not yet fully reflect this in the outdoor learning environment as they do not consistently use key word labels in English or other home languages here as well. Therefore, staff are not consistently strengthening children's understanding that print carries meaning. Nonetheless, children are making good progress in their communication and literacy skills.

Staff have a good knowledge of the learning and development requirements and of how children learn effectively. Staff complete the written progress check for two-year-old children. Observation and assessments of children are completed regularly and accurately reflect the current stages of development. Staff clearly identify children's next steps in learning, which are shared and agreed with parents. Termly summaries are completed and also shared with parents. These measures fully support children to make good progress in relation to their starting points and prepare them well for school. Parents are strongly encouraged to be part of their children's learning. A book that is easily accessible to parents gives suggestions as to activities they can complete at home. A monthly diary goes home and this details the achievements children have made and the targets for the next month. This enables parents to extend their children's learning at home.

Staff foster good relationships with children. Effective key-person systems enable staff to understand the individual needs of children and their families, and therefore individual needs are met well. Staff have a calm, positive approach towards the children and this is conducive to an effective learning environment. Staff are well deployed, enthusiastic and good role models to children. This helps children to settle well into the nursery. Staff are consistent in their approach to good behaviour management. They calmly and sensitively talk to children about being kind to each other. They also encourage children to think about how other children may feel if they are unkind. Children listen carefully and begin to learn and understand about their own actions and how it can affect other children. Children play well with and alongside each other, and cooperate well in play.

Staff promote children's understanding of healthy lifestyles well. Children spend a lot of time playing and exercising while outside, which helps to keep them healthy and develop physical skills. Staff engage with children as they play outside, and children laugh and chuckle as they throw the ball between themselves. Children follow good hygiene procedures. They confidently talk about why they need to wash their hands after using the toilet and before eating. Staff provide children with healthy snacks and they encourage parents to provide healthy lunches. This helps children to learn the benefits of a healthy diet. Children take great pride when choosing different fruits and vegetables at snack time, serving themselves with tongs and being encouraged to pour their own drinks. These skills support children's next stage in their learning and prepare them for their move to school.

Staff keep children safe as daily risk assessments are completed inside and outside. Full written risk assessments are completed for all outings. Any risk identified is quickly minimised to ensure children play safely. Children learn about their own risk taking as they use the resources around the nursery. For example, children carefully negotiate the suspension bridge that has been created. They walk cautiously over the bridge and hold on with both hands to ensure they balance well. Staff demonstrate a good awareness of how to safeguard children and all staff have attended appropriate training. Staff provide a wide range of age appropriate and stimulating resources that are easily accessible. Resources are generally labelled with words and pictures, and this enables independence for all children. All resources are displayed well and are inviting to children, which encourages them to explore and investigate with enthusiasm. The nursery work closely with local schools to help children's moves to school run smoothly. Children attend regular story times at the school and staff from the school visit children at the nursery. This helps to enable children to feel more confident when they move onto school.

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

The leadership and management of the nursery are good. The manager has a good awareness of the responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. As a result, the nursery supports children well. The manager monitors the delivery of the curriculum and leads the weekly planning meetings. Children's development records are regularly monitored to ensure consistency and

accuracy.

The management team ensure all adults working with children are suitable to do so as they implement robust vetting and recruitment procedures. A detailed safeguarding policy is implemented and covers the use of mobile phones and whistle blowing. All staff have completed local authority safeguarding training. Staff are deployed well throughout the nursery and ratios maintained. Management monitor staff practice through regular supervision and an annual appraisal. They encourage staff to attend training to extend their knowledge and understanding and promote continued professional development.

Management involve staff, parents and children in evaluating the setting. Parental questionnaires are completed and all returned are very positive. A reflection book is readily accessible, parents and staff are encouraged to write any suggestions for future improvements. The manager observes the staff to gain an understanding of their knowledge, understanding and abilities and uses these observations to further evaluate the nursery. However, the systems for monitoring and self-evaluation, although good, do not always promote how staff can support and enhance each other's practice. The manager talks confidently about the strengths and areas for development and has identified that future improvements include continuing to develop staff professionally, and further enhance language and communication throughout the nursery. The nursery welcomes support from the local authority and uses the information gained to ensure continuous development. Children benefit from the strong leadership and management who have high aspirations, and a clear vision to provide good quality care and education to all children who attend.

Partnership with parents is good. Staff welcome parents as they arrive and exchange information. All parents spoken to are extremely happy with the care the children receive. They feel that the nursery offers a play based curriculum that focuses on children's personal, social and emotional development. Parents confidently approach staff with concerns they have and use a joined-up approach to children's learning to ensure individual needs are effectively met. Staff have an open-door policy and parents are able to view children's learning journeys at any time. The nursery works closely with other professionals to identify specific needs of some children and this enables staff to effectively meet the individual needs of all 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	EY472590
Local authority	Surrey
Inspection number	950011
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	41
Name of provider	CS Nursery Schools Ltd
Date of previous inspection	not applicable
Telephone number	07786 515866

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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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