

Englefield Green Nursery and Preschool

The Orchard, South Road, Egham, TW20 0RL

Inspection date	26/06/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The nursery offers children an inviting and homely environment which is conducive to good teaching and learning.
- Children's independence skills are extremely well fostered which enables them to manage their own personal needs, and prepare them for the next stage of learning.
- The management team and staff work as a team and this contributes to the smooth running of the nursery.
- There is a common sense of purpose and well-targeted plans for improvement. This means there is a continuous improvement within the nursery and in children's learning and development.

It is not yet outstanding because

- Staff are not always consistent in posing questions to enhance children's thinking and learning.
- Observation and assessment documents are not always completed accurately or shared with the staff team.

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 undertook a tour of the nursery with the deputy manager.
- The inspector spoke with the deputy manager, staff, parents and children at appropriate times during the inspection.
- The inspector observed the interaction of staff and children during a range of activities.
- The inspector undertook a joint observation with the deputy manager.
- The inspector viewed a selection of documentation including policies and procedures, children's records and suitability of staff.

Inspector

Sangeeta Gardiner

Full report

Information about the setting

Englefield Green Nursery and Pre-school opened in January 2014 and is part of a large chain of nurseries owned by Bright Horizons Family Solutions. It is situated in the grounds of Royal Holloway University in a converted bungalow with a purpose built extension. Children have daily access to a fully enclosed garden for outdoor play. The nursery is in a prime location for links into central London and the M25. It is registered on the Early Years Register and the Compulsory and Voluntary parts of the Childcare Register. The setting is open for 51 weeks a year from 8.00am to 6.00pm with an option of a 7.30am start. It offers places for up to 72 children and provides care and education to families within the local community as well as the staff and students of Royal Holloway University. The nursery receives funding to provide free early years education for children aged two, three and four years. The setting caters for children with special educational needs and/or disabilities as well as those who speak English as an additional language. Currently the nursery employs thirteen members of staff, including an onsite cook. Majority of the staff hold appropriate early years qualifications ranging from level 2 to an early years degree.

What the setting needs to do to improve further

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

- continue to monitor staff interaction with children and support them in developing their questioning skills in order to enable children to think and reason for themselves

- tighten systems for observations and assessment with opportunities for staff to share information on children's planning on a regular basis.

Inspection judgements

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

Children make good progress in their learning and development as staff provide an interesting and challenging environment. The newly acquired nursery is very well organised and resourced with a variety of activities on offer. For example, children use crayons and pencils to promote their early writing skills, sand for exploration and water to learn about volume. Displays reflect children's own work, which includes drawing, mark making and modelling. Children who learn English as an additional language are supported appropriately. Staff gather key words and phrases in their home language to enable them to settle in and make good progress in their understanding and development. Signs and labels are provided using a variety of language and scripts to further this aim.

Outdoor play is available on a daily basis. This allows children to practise their physical skills in climbing and balancing and use of wheeled toys. Good opportunities are provided for older children to share their views through the children's committee. This enables them to be involved in the decisions such as how to develop the outdoor area and which new resources to purchase for the nursery.

The quality of teaching is good. Staff use a range of strategies to engage children in their learning, such as working at children's level and maintaining good eye contact. They demonstrate a good understanding of how to support children's play, giving them space and time to explore things for themselves. Staff interact well with the children as they teach them to count and play games but they do not always make full use of open-ended questions to encourage children to think and reason for themselves. Children demonstrate that they have secure relationships with staff as they share ideas in a relaxed atmosphere. Older children spend lengthy periods of time at the writing table, talking and laughing with staff as they make birthday cards. Staff know when to intervene to extend activities, for example, helping to identify numbers when making age cards and helping children to write messages.

Children are keen learners and show interest and concentration as they play and learn. Older children enjoy playing games and sharing books, whilst younger children participate well as they complete puzzles and practise identifying shapes. Staff obtain good information about children on entry that helps them to develop a clear understanding of their needs and interests when they start. They carry out regular assessments of children's progress, which are matched to age related expectations. However, on occasions staff do not clearly link their assessments to the next steps in children's learning or share this knowledge with others in the team, to promote consistency. The nursery completes the progress check for children between the ages of two and three years and staff share this with parents so that any identified gaps in children's learning can be targeted and improved.

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

Children and families are warmly welcomed into the nursery. The nursery offers flexible settling-in sessions to ensure that children's emotional well-being is supported before they start attending. Staff and children have formed strong bonds, facilitated through an effective key person system. Key staff help children's move between rooms in the nursery by visiting other areas of the nursery and encouraging children to be confident in their new surroundings before moving on. Children of all ages demonstrate high levels of confidence and self-esteem and their behaviour is good. Staff are good role models, who give calm and clear explanations to children about what is expected of them. They use their knowledge of individual children to help them manage their feelings and encourage sharing and taking turns. For example, sharing snack or taking turns when playing games.

Children are familiar with routines and happily help to tidy up toys. Older children manage their personal care well. They take themselves to the toilet independently and know to wash their hands before meals and snacks. The organisation of the snack and meal times

for older children is highly effective in promoting confidence and independence. The children help set the table, select from a choice of substantial healthy snacks including carrots, dips and bread sticks, and pour their own drinks. The nursery promotes a healthy lifestyle for children and there are well balanced and nutritious meals cooked on site. Different dietary requirements are well catered for. Water is available both indoors and outside and children are able to help themselves. Activities as part of the gardening club further enhance children's understanding of healthy eating and where food comes from.

Children are provided with opportunities for exercise and access to daily fresh air. They are able to participate in a range of activities to promote their physical development. This includes joining in with sessions such as rugby with a visiting teacher. Younger children develop their physical skills in activities such as practising kicking a ball and learning to crawl independently. Staff regularly explain to children the importance of keeping safe. For example, they discuss why they must not put small objects in their mouth, and the importance of using sun cream and wearing sun hats when it is hot. This is supported by the use of 'Candyfloss' the nursery health and safety mascot, a popular character in the nursery. The good security of the premises also means children are protected. For example, there is a coded entry system to the nursery and the identity of visitors is checked. Parents say they feel their children are in a safe place and feel confident in the high level of precautions taken to make children feel safe, secure and welcome.

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

Leaders demonstrate a good understanding of the safeguarding and welfare and learning and development requirements. Staff have a good understanding of safeguarding procedures to ensure that children are kept safe and protected from harm. They have a clear understanding of their responsibilities and are aware of the procedures to follow if they have any concerns about a member of staff or a child's welfare. Company policies and procedures are available to staff, parents and visitors. Several of the staff have attended safeguarding training and the deputy manager has completed an advanced child protection course. There is good evidence of effective vetting and recruitment procedures, ensuring all persons employed are suitable to work with children. Many of the staff have up-to-date first aid training. Daily checks are undertaken before children arrive at the setting to assess the environment to ensure that each room is safe, and toys and equipment are appropriate. As a result, the nursery is effective in underpinning children's safety and welfare.

The company has suitable processes for monitoring practice through individual self-evaluation, induction training, staff supervisions and appraisals. Peer observations also enable managers to identify and plan for any training needs. Staff feel well supported in both their professional and personal life and show commitment and enthusiasm as they have opportunities to develop their knowledge and skills. Self-evaluation is used to critically reflect on practice and staff seek opinions of parents through questionnaires. They reflect on how they can improve practice further, additional resources required and consider areas for development. Staff meetings provide an arena for staff to contribute

ideas and the nursery has a clear and effective development plan in place, identifying priorities for improvement. This ensures that consistent and high standards of care and learning are provided for all children.

Staff work closely with parents, forming positive relationships that support children's progress and care. Parents comment that staff are very approachable and caring, and the nursery has a homely atmosphere. They value the professionalism of the staff and how the nursery focuses on supporting their children's development. The nursery encourages parents' involvement on the parent committee and in social events. Parents clearly know their child's key person and share information about their child's learning on a daily basis. Parents' evenings help to inform parents of where children are in their learning.

Staff maintain effective working practices and liaise with local authority advisors, other professionals and the university. Staff are beginning to work with local schools in order to build secure transition links. The nursery values and welcomes support from external agencies and recognises the importance of effective collaboration. The management team work well with others to create an inviting and friendly 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

Unique reference number	EY475352
Local authority	Surrey
Inspection number	951376
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	72
Number of children on roll	49
Name of provider	Bright Horizons Family Solutions Limited
Date of previous inspection	not applicable
Telephone number	02073071926

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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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