

# Cranbrook Independent Nursery and Pre-School

Ivy Cottage, Balcome Road, Horley, Surrey, RH6 9SW

<b>Inspection date</b>	16/06/2014
Previous inspection date	06/08/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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 are provided with a interesting environment that promotes their exploration, independence and learning. They make good progress as a result.
- Staff embrace children's enthusiasm for taking part in activities and successfully include them by providing good support that helps children develop good self-confidence and an interest in learning.
- Children are very motivated in their play and develop skills for life as they take part in forest school activities.
- Staff work effectively with parents and other agencies to meet children's individual needs, including children with special educational needs and/or disabilities, in order to reduce gaps in children's learning and development.

### It is not yet outstanding because

- Staff do not make good use of the digging and planting area to strengthen the opportunities for children to learn how things grow.
- Staff do not provide children with a wide range of resources to further develop children's awareness of differences in society.

## 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

Cranbrook Independent Nursery and Pre-school is owned by Childcare and Learning Group Ltd and registered under the present owner in 2006. It operates from a converted house in Horley, Surrey. The provision is one of seven nursery and pre-schools under the same ownership. All children have access to a secure outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 184 children on roll aged three months to the end of the early years. The setting is in receipt of funding for the provision of free early education to children aged two-, three- and four-years old. The setting supports children with special educational needs and/or disabilities. The nursery opens each weekday from 7am to 6pm throughout the year. Children attend a variety of sessions that include morning, afternoon or full day. There are 15 staff who work with the children, all of whom are appropriately qualified. The nursery also employs an apprentice.

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

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

- strengthen the opportunities for children to learn how things grow by making better use of the digging and planting area
  
- extend the range of resources to further promote children's awareness of differences in society.

### Inspection judgements

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

Staff meet regularly as a team to evaluate and develop their teaching practice. The special educational needs co-coordinator has a good knowledge and understanding of how children with special educational needs thrive by having the freedom, space and natural environment to explore. Consequently, children improve their ability to communicate, concentrate and overcome any frustration. Staff challenge children to think, find out more and test ideas through trial and error. For example, during forest school activities, and by providing them with water and drain pipes which they use to transfer objects into containers at different levels. Children spend considerable time playing outdoors in the well- resourced natural environment. Consequently, they show good independence and a strong exploratory approach during their play. They use mud and water to design pictures, learn to weave and make knots, make tents and dens, and climb trees. Staff inspire children by seeking their ideas and knowing they benefit from using the natural resources. For example, children decided to make a house related to a character in book using

leaves, sticks and bracken. They collected apples and left them at the door for the character to eat. Children made boats which they raced in a stream in the forest school. However, staff do not always make good use of the large digging area, which has become overgrown, to further develop children's understanding of how things grow.

Staff praise children as they concentrate and help them learn the sounds of the letters. Some children write their name, with most letters correctly formed. Staff ask children questions during activities that encourage them to enter into conversation and talk about their experiences. They successfully build children's confidence by showing interest in what they say. Staff challenge children in their learning by introducing activities that allow children to take risks within safe limits. For example, under close supervision, children use real tools to build constructions and help start campfires in the forest school. When children choose to climb on a large sunken tractor tyre in the garden, staff stay close by and offer support.

Staff plan activities that successfully promote babies' exploration. For example, they put large trays of shredded paper on the floor, and provide opportunities for them to play in sand and water and dig in soil in the garden. They encourage children to get messy as they use their hands in paint. Staff working with children in the pre-school group provide daily opportunities for children to work as part of a small group, including during forest school activities. As a result, children develop confidence in listening and responding which helps them develop the skills they need for their future and for starting school.

Children make good developmental progress because staff regularly observe and assess their progress and achievements which they use to plan and implement their next steps for learning. Staff know children well, share their assessments with parents on a regular basis and make suggestions as to how parents can support children's learning at home. Parents say they, 'like being able to look at their children's individual development records which are made easily accessible in each group room'. Parents are successfully involved in children's learning. For example, they brought in train tickets and life jackets for children to use in their imaginative play and contributed real tools for them to help staff build a boat in the garden. Babies pay attention when their key person reads stories, and some have started babbling and responding to their name. Some babies get very excited when staff sing and during baby-signing activities delivered by an external organization. Children explore a wide range of media. They collect leaves and sticks in an outdoor mud kitchen, learn about capacity as they fill and empty containers and make discoveries as they bang old metal trays with sticks to create sound. Children extend their physical skills and show good co-ordination as they sit and bounce on inflatable balls, balance on low-level blocks and use climbing apparatus.

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

Children concentrate well and learn to share and take turns during their play. They are well behaved, form close friendships and successfully negotiate with each other when playing independently. Children develop positive relationships with staff which can be seen as they spontaneously hug them. Staff work well as a team to ensure all children,

including babies, have plenty of time to play outdoors, which promotes their good health. Children eat well and enjoy the home-made meals provided by the nursery cook who adapts the dishes according to children's individual dietary needs. Children show very good independence as they explore the spacious and very well-resourced indoor and outdoor play areas. They are provided with a stimulating and welcoming environment, particularly outdoors, where staff work hard to make activities available that mirror children's learning indoors. Toddlers and pre-school children benefit from two separate play areas which enables them to use resources that are age appropriate and for older to children to take risks with safe limits.

Children learn about their own safety as staff plan topics about people who help us and invite the emergency services to visit the provision and talk with children about their roles. Staff make good use of forest school activities to further promote this learning. Staff are receptive to the choices that children make and fully involve them in activities with other children. They plan activities related to different cultural festivals, for example, children made clay pots which they painted and used for candles in relation to the celebration of Diwali. Staff always incorporate food into the menu that is related to the different festivals. However, there are not many resources in the younger children's group rooms to promote their growing awareness of differences in society.

The deputy manager works closely with local schools to help children move smoothly to school. She organises opportunities for key persons to take children on visits to schools they will be moving to. The provision also invites teachers to visit the pre-school to share information about children's individual needs. This provides good opportunities for teachers to get to know children before they start school. Children are encouraged to dress up in school uniform, take part in physical education and experience lunch box days to get them used to what is expected.

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

This inspection took place as a result of the provider notifying Ofsted that they had failed to report child protection concerns to the Local Authority Designated Officer (LADO). This is a breach of the regulations. We found that the LADO has dealt with this concern and, as a result, the provider has re-trained all staff on safeguarding procedures. This includes the manager and deputy manager who are now sharing the role of designated safeguarding practitioner and fully understand their responsibilities to report any child protection concerns to safeguard children's welfare. The manager now ensures that safeguarding is a standing item on each staff meeting agenda. She regularly reviews staff understanding of child protection policies and procedures to ensure they are effectively implemented in everyday practice. Staff complete risk assessments for the premises and outings. They are vigilant about maintaining children's security and do not let unknown people into the premises. They display notices on the front door to ask parents not to let in other parents even if they know them and to make sure all doors are closed. All staff know what to do if there is an emergency during forest school activities and have their own identified roles. All staff have had appropriate checks completed.

Leaders and managers roles are clearly established and the manager has recently improved her understanding and ability to meet the requirements of the Early Years Foundation Stage. This particularly relates to safeguarding requirements. Staff attend training through the local authority that helps develop their practice, such as behaviour management training that gives them strategies they successfully use to work in partnership with parents in order to provide a consistent approach to meeting children's individual needs. The deputy works closely alongside staff and shares information with the manager about staff practice. There are robust staff recruitment and induction procedures in place and all staff receive regular supervision and appraisals. Apprentices are given appropriate support and guidance. Staff complete individual development plans for all children and play plans for children with special educational needs. These enable all staff to know and implement aims which they use to reduce gaps in children's learning.

Self-evaluation is good. Since the last inspection, there have been many improvements made to the provision that have enhanced the outdoor play area. As a result of children's interest in the forest school activities, staff have attended related training, including advanced first aid, and the nursery has built a large log cabin in the garden. They are plans to include children in planting a bamboo area in the garden. Staff are in the process of organising a day for parents to take part in forest school activities so they have a full understanding of what children learn and the skills they gain. The manager and deputy regularly talk to staff about what they need in each group room and use this information to drive continuous improvement. For example, since the last inspection, the fence in the toddler garden has been moved to extend the space available for outdoor play. There are plans to install a door from the toddler room directly into the garden to promote children's independence and choice to play indoors or outdoors. Recommendations made at the last inspection have been met. Staff have created books with photographs of children and their families to promote children's sense of identity. Babies now have access to low level climbing equipment in their group room which develops their physical skills. Partnerships are good. Staff establish friendly communication with parents, welcome them into the provision at any time and organise an annual barbeque to which all families are invited. Staff organise regular meetings with outside agencies and parents and set clear aims which are regularly reviewed. They talk to childminders who collect children from the nursery to share aims for their development, which provides children with continuity in their learning and development.

### **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>	EY330787
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	978473
<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>	72
<b>Number of children on roll</b>	184
<b>Name of provider</b>	Childcare and Learning (Cranbrook) Limited
<b>Date of previous inspection</b>	06/08/2013
<b>Telephone number</b>	01293 825192

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

