

Abinger Common Nursery

The Evelyn Hall, Abinger Lane, Abinger Common, Dorking, Surrey, RH5 6HZ

Inspection date	03/07/2014
Previous inspection date	12/01/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
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

- The nursery is exceptionally well led and managed. Expectations are high and there is a strong commitment to drive improvement consistently to maintain the highest levels of achievement for all children, including disabled children and those who have special educational needs.
- The nursery develops highly successful partnerships with parents. Information is shared between staff and parents on a daily basis. This enables staff to be aware of children's individual needs and requirements.
- Staff use their excellent knowledge of children's individual development to adapt activities and provide outstanding support that helps children make rapid progress in relation to their starting points.
- The quality of teaching is consistently of a very high standard and is worthy of sharing with other providers.
- The outdoor area is a rich learning environment. Children enjoy a wealth of opportunities to develop physically and emotionally and to expand their imaginations.
- Behaviour is excellent and the children are very confident, demonstrating a good awareness of safety and their own self-care routines.

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.

Inspection activities

- The inspector had a tour of the nursery and took part in a joint observation with the manager.
- The inspector held discussions with the manager and deputy manager throughout the inspection.
- The inspector held discussion with key persons and staff.
- The inspector took into account the views of parents on the day.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training, records of children and evidence of the suitability of staff.

Inspector

Jane Franks

Full report

Information about the setting

Abinger Common Nursery has been registered since 2000. It is managed by a committee and operates from The Evelyn Hall, Abinger Common, Surrey. Children have access to a hall and toilets and hand washing facilities. There is a fully enclosed garden available for outside play. The nursery is set within a rural village and serves the local area and surrounding towns. The nursery is open during term time, Monday to Friday, from 8.45 am to 12.15 pm. The nursery offers extended sessions on Monday, Tuesday and Thursday afternoons which operate until 2.45pm and include a lunch club. The provision is registered on the Early Years Register. There are currently 30 children aged from two to four years on roll. This includes two-, three- and four-year-old children who receive funding for nursery education. The nursery supports disabled children and those with learning difficulties and children who speak English as an additional language. A team of nine staff work with the children. Of these, seven hold recognised early years qualifications. A further two staff members are currently working towards a qualification. 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 visual aids and literacy skills further by clearly labelling all draws and resources with words and pictures.

Inspection judgements

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

Children make excellent progress across all the areas of learning in the Early Years Foundation Stage. Staff are inspirational in their response to children's developmental needs. Plans are meticulously developed by all staff who work extremely hard to make sure children are engaged and learning. Activities are challenging but achievable, ensuring children remain confident and motivated. Staff have an extensive understanding of what each child is to gain from the range of spontaneous or planned activities. Staff obtain as much information as possible from parents when children first start so that they can establish children's capabilities and starting points. Staff highly value and make full use of information from parents and successfully use this to shape the direction of each child's learning.

Staff fully understand and embrace the importance of outdoor play. Children engage independently in play, transporting water, investigating weight and volume. They explore their natural environment, collecting leaves, sticks and bark and excitedly adding water into their play to make mud pies. Children use their imagination and seek additional

resources as they engage in activities. For example, children seek objects of interest as they engage in painting activities. Staff seize opportunities such as this to follow the children's interest and explore colour differentiation. This inspirational support is evident in all staff interactions and is effective in scaffolding children's learning and skilfully developing sustained shared thinking. The outdoor space is imaginatively used and this rich, stimulating environment effectively supports children's learning.

Staff challenge children effectively to play and explore and are highly skilled in extending children's play. For example, as children construct towers, staff encourage them to make predictions as to how many bricks they will need until the tower will be as tall as them. Children sit at the creative and writing area and have a wealth of resources to enable them to explore and create masterpieces. They can choose from a variety of adhesives and select and use a very good range of pencils. However, not all drawers and resources are clearly labelled with words and pictures, to enrich literacy development and to support children's understanding by providing visual cues. Staff take opportunities to promote rich dialogue with children as they explore. They make a concerted effort to involve the children, extend communication skills and enrich children's vocabulary throughout their interactions. For example, children excitedly make sticky dough alongside staff. Children actively engage in conversation with staff about what they might need, throughout the activity. As the mixture comes together they explore the texture, squishing the dough between their fingers, and staff ask them what it feels like, developing children's vocabulary.

Ongoing summative assessments are rigorous and reflected in the level of detail in each child's individual profile. When children leave the nursery, their progress is significant as most are at the level expected for their age and many exceed it. As a result, they have made outstanding progress in relation to their capabilities.

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

Children are happy, confident, have fun and enjoy coming to nursery. The fully embedded key person system works extremely well in supporting children's social and emotional wellbeing. Staff expertly nurture children's confidence and sense of security through planned one-to-one time with key children, and for small group work and whole group gatherings. In addition they embrace spontaneous opportunities that arise, and expertly nurture children's confidence and sense of security. Consequently, children develop a very positive sense of themselves and respect for others because of the fantastic support and excellent activities that staff provide. Staff work very closely with parents to tailor settling-in arrangements that are specific to children's needs. The warm welcome and highly positive, relaxed approach from staff has a very calming influence on the children. As a result children show great independence in choosing what they play with, where they play and whether they join in adult-guided activities. This helps them to feel valued and respected, enabling them to thrive and reach their full potential.

Children play very well together and behaviour is excellent, demonstrating an understanding of the clear boundaries and expectations within the setting. They learn

what is expected of them in this nurturing environment, and on the rare occasions when children's enthusiasm overcomes their sense of fair play, staff quietly remind them about sharing or being kind to their friends. Children have fun outside, using a wide range of equipment to encourage their physical skills and fitness. Staff encourage children to think about personal safety, for example as they climb over play apparatus. They promote children's understanding of healthy lifestyles very effectively through routines and everyday practice. Children have ready access to tissues and know when, and why, they need to wash their hands. Drinking water is always available, to prevent children feeling thirsty, and they successfully pour water to drink, developing independence. Staff are fully aware of children's dietary requirements. Children often help to prepare snack, and learn to use a knife to cut fruit, closely supervised by a member of staff. Children can clearly express the key messages they learn about how to keep safe because staff model these phrases routinely in a natural context.

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

Management meet all the requirements of the Early Years Foundation Stage exceptionally well. The provision provides a very welcoming environment where children and parents are valued and respected. Members of the management team highly effective role models who motivate the staff team so that they too want to do their best for the children attending the provision. Management is extremely well supported by the management board. Ongoing self-evaluation and critical reflection, which takes account of the views of parents, children and staff, form part of the process. This ensures that everyone has a clear understanding of the strengths of the provision and is involved in the identification of areas for development. Recommendations made at the last inspection have been successfully addressed. For example, children's next steps in learning are being clearly identified and are used for future planning. In addition, parents comment that staff consistently engage them in their child's learning. As a result, children are thriving in their development.

There is a strong culture of continuous professional development among the staff, who welcome ongoing professional development opportunities. Staff work together very well and are very supportive of each other. Regular supervision meetings, annual appraisals and management observations of staff practices ensure that any potential concerns are quickly identified and dealt with so that the provision continues to provide a high quality service. All required documentation and record keeping for the safe organisation and management of the provision, including accident and incident reports and follow up risk assessments, are in place. Their highly effective strategies mean that appropriate and swift action is taken when any incident occurs, such when a child becomes unwell, or has an accident.

Recruitment and induction procedures are very strong, to check that the adults working with children are suitable to do so. Staff are clear about their roles and responsibilities to safeguard children and meet their needs. They understand fully the safeguarding and child protection policies and procedures of the setting. They know what to do if concerns arise

about children's well being, and have a good understanding of the whistle-blowing policy, if needed. Robust risk assessments, and regular audits to monitor safety and security of the setting, contribute significantly to children's safety.

Partnerships with parents are exemplary. Parents talk enthusiastically about the progress their children are making and are appreciative of the nursery's caring and knowledgeable staff. Parents say they feel listened to and respected. Their views are sought regularly through informal conversations and formal evaluations. Parents are regularly updated about their children's progress through one-to-one meetings. Highly productive partnerships with others, including speech and language therapists, make an outstanding contribution to meeting children's needs. The close partnership working with other professionals ensures that children's needs are identified and that they are supported to make outstanding progress. The manager has also established very effective links with the local school and feeder schools that children move on to. As a result the children are ready to take the next steps in their education.

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	122678
Local authority	Surrey
Inspection number	813643
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	18
Number of children on roll	30
Name of provider	Abinger Common Nursery Committee
Date of previous inspection	12/01/2011
Telephone number	07968657316

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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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