

Lyne & Longcross Nursery

Lyne & Longcross C of E School, Lyne Lane, Lyne, Chertsey, Surrey, KT16 0AJ

Inspection date

08/10/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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 very strong commitment to drive improvement consistently to maintain the highest levels of achievement for all children.
- Staff are highly motivated and work extremely well together as a team, creating a secure and safe learning environment for the children.
- Purposeful and regular information is shared with parents, ensuring they are fully informed about their child's care, progress and activities they are involved in. Links with other providers and agencies are strong and all children are comprehensively included.
- There are excellent assessment systems in place. Staff plan for children's emerging interests and next steps in learning with extreme confidence to aid very good progress.
- Skilled teaching combined with varied and stimulating opportunities for learning mean that children's achievement is excellent in all seven areas of learning.
- 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 with the manager.
- The inspector held discussions with the nursery manager and head teacher of the school.
- The inspector talked with some children, staff and parents, and took account of their views.
- The inspector observed children and staff engaged in activities.
- The inspector looked at a range of documents, including some policies and procedures, risk assessments, and records for children and staff.

Inspector

Jane Franks

Full report

Information about the setting

Lyne and Longcross Nursery registered in 2004. It operates from a building in the grounds of Lyne and Longcross Church of England School in Lyne, Chertsey, in Surrey. The nursery has use of two play areas, additional toilets, a large outside space and Forest School provision. It serves families from the local community and surrounding villages. The nursery opens each weekday during term time only. Sessions are from 8.45am to 12.15pm (including lunch), from 11.45am to 2.45pm (including lunch) and all day from 8.45 to 2.45pm. The nursery is in receipt of funding to provide free early education for three- and four-year-old children. There are currently 47 children on roll. Staff support children with special educational needs and/or disabilities. Support is also provided for children learning English as an additional language. The nursery employs seven staff. Six staff hold a recognised early years qualification at levels 3 and 5 and one member of staff holds Early Years Professional Status. All staff hold a current first-aid certificate. The nursery receives support from an advisor from the Early Years Childcare Service and the school's governing body.

What the setting needs to do to improve further

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

- enhance the use of visual aids and extend children's literacy skills further by clearly labelling all drawers 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. The 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.

The rich and stimulating outdoor provision is a strong feature of the nursery. Staff plan outdoor provision to offer an extensive range of different activities. For example, children investigated different resources and explored the concepts of weight as they filled and lifted a variety of containers in the sand. They also had fun making predictions to see if

they were heavy or light. They explored the feel of mud, adding water into their play. Staff used this opportunity to teach the children about changing texture, introducing words such as 'squishy' and 'slimy'. This shows the staff team's ability to seize spontaneous learning opportunities, and how language development permeates across the different areas of learning.

Staff plan activities that are developmentally appropriate and which offer rich learning opportunities. For example, children thoroughly enjoyed investigating the feel and taste of different fruits. Staff used this opportunity to initiate discussion that encouraged children to express their personal ideas, building confidence and self-esteem. Staff introduced new words, such as 'coconut' and children repeated the word as they enthusiastically experimented with new sounds. At key times during the day children come together for stories or group activities. Staff skilfully use group sessions to encourage children to take turns as they each talk about their items brought from home, or simply hold child-initiated discussions. Children's social skills, and ability to communicate with others, rapidly develop through the staff's highly supportive teaching.

Staff teach children important skills ready for their eventual transfer to school. They have multiple opportunities to try out their early writing and drawing skills. For example, children independently select a range of resources to make marks in play dough, on pictures and artwork. 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. Nevertheless children have excellent opportunities to become familiar with the written word. Staff provide an environment that is overall rich in print, through books, displays and posters, to promote children's literacy skills. A love of books develops too through children taking home books weekly to share with their parents.

Ongoing assessments are rigorous and reflected in the level of detail in each child's individual profile. Regular spontaneous and planned observations continue the cycle of working with children's enthusiasm, to provide further motivating and enriching experiences. Through such close monitoring, children generally make excellent progress across all areas of learning. On the occasions when they do not, staff and parents recognise gaps promptly, agree intervention plans, and where necessary seek external expertise. Timely responses help children make the best possible progress, closing any gaps, so children move with their peers to their next stage in learning.

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

Children arrive at the nursery, happy and very eager to begin playing. New children are supported exceedingly well to settle through a variety of ways. These include starter sessions and information sharing with parents. The key-person system is fully embedded within the nursery, although all staff know the children extremely well. This results in children forming nurturing and supportive relationships with adults and enhances their well-being and confidence. Staff are consistent, exemplary role models as they sensitively interact with children. As a result, children are confident in social situations and

confidently introduce themselves to visitors and ask questions to satisfy their curiosity.

The manager and staff team provide a stimulating, well-resourced and welcoming environment to support children's all-round development. Children's artwork and displays are of an excellent standard and meaningful to the children. Staff organise the playrooms very well into designated areas with exciting and inspiring resources and activities that quickly attract children's attention. Staff know children very well and incorporate their individual needs and interests into their play and learning. As a result, children behave well and follow the rules and boundaries for acceptable behaviour. They learn to demonstrate a very high respect for one another and a very good understanding of their routines. Continual positive praise, enthusiastic encouragement and meaningful targeted support, successfully promote children's self-esteem. This inspires the children to persevere and concentrate, show pride in their achievements and to become highly motivated, active learners.

Staff teach children to develop excellent personal skills as part of a healthy lifestyle. Children are shown how to handle suitable tools safely. They prepare their own snack, and learn to use a knife to cut fruit, closely supervised by a member of staff. Staff promote children's good health well, always taking their dietary needs, allergies and preferences fully into account. Staff sit with the children at snack time, acting as good role models, as they demonstrate social skills and create a pleasant occasion. Staff chat with children about what they have been doing and what they would like to do later. Children have fun outside in the fresh air, using a wide range of equipment to encourage their physical skills and fitness. They learn how to bounce on hoppers negotiating space around them competently. Staff remain close at hand to keep them safe when they try new things and extend their ideas.

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

The manager has exceptionally high standards across all areas of the provision and ensures that her staff rise to her example and expectations. As a result, the staff team work exceptionally well together, knowing and complementing each other's strengths and drive for improvement. Recruitment procedures are very strong, and therefore ensure 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 nursery. They know what to do if concerns arise about children's well-being, and have a good understanding of the whistle-blowing policy. Children's well-being and safety is the upmost priority. All staff have completed first-aid training. Implementation of an extensive risk assessment programme results in the premises being entirely secure and safe. Staff complete daily risk assessments for the premises, outdoor play areas, and for outings, taking all positive steps to minimise risks so that children are safe.

The manager quickly identifies gaps in the educational provision, in individual children's learning or in the progress of specific groups of children. This is achieved through highly

effective systems that track children's progress across all areas of learning. Assessment is timely, consistent, and shared regularly with parents. Therefore staff have an accurate understanding of children's achievements and their capabilities, and can make timely interventions when needed. The quality of the observation, assessment and planning is routinely monitored to ensure that the very high standard continues and to identify any gaps in staff's skills or understanding. There is a strong culture of continuous professional development among the staff, who welcome ongoing professional development opportunities. Regular supervision meetings, and management observations of staff practices ensure that any potential concerns are quickly identified and dealt with so that the nursery continues to provide a high quality service. These robust and secure procedures allow the nursery to be highly focused in identifying areas for development.

Processes for self-evaluation and continuous improvement are exceptional. The school governing body reviews and discusses targets for the nursery regularly. The views of the staff are included in the nursery's improvement plan. It is clear that all the staff are extremely proud of what they do to ensure that all children make very good progress and enjoy their learning experiences. This demonstrates that the nursery team has a strong commitment to driving continuous improvement. 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 on-site 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY296106
Local authority	Surrey
Inspection number	827005
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	47
Name of provider	Lyne and Longcross CofE Infant School Governing Body
Date of previous inspection	not applicable
Telephone number	01932 872327

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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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