

Brook Nursery School

Pirrie Hall, Haslemere Road, Brook, Godalming, Surrey, GU8 5UJ

Inspection date

10/11/2014

Previous inspection date

19/01/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

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

- Children make excellent progress in their learning and development. This is because staff are highly skilled at extending all activities to provide children with further challenging opportunities.
- Children feel safe and secure. They are extremely independent and explore their environment with high levels of confidence.
- Staff have strong relationships with the parents, which promotes children's well-being and their learning at home.
- Staff implement the key-person system extremely effectively. They have an excellent knowledge of their key children's needs, as do all of the staff, which provides continuity of care during staff absences.
- The manager is an extremely strong leader who motivates her staff to improve their practice. Consequently, all staff are highly committed to improving the outcomes for children.

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 observed activities in the indoor and outdoor environments.
- The inspector spoke to the manager and staff at appropriate times during the inspection.
- The inspector sampled children's development records and the provider's policies.
- The inspector took part in a joint observation with the manager.
- The inspector gained feedback from parents, through discussion and written correspondence.

Inspector

Hannah Barter

Full report

Information about the setting

Brook Nursery School Ltd, registered in 2005. It operates from two halls, situated within the Pirrie Hall in the small village of Brook, in Surrey. The premises are accessed from a lane, which is off the main road. The nursery includes two halls, toilets and a kitchen. All children share access to different outdoor areas, which are secure. There are currently 37 children on roll, aged from two to five years old. The provider is registered on the Early Years Register. Children come from a wide rural area, which includes surrounding villages. The nursery is open each weekday, from 8am to 4pm, for 38 weeks of the year. The provider employs seven staff, including two managers. All staff hold relevant qualifications in early years and one member of staff is a qualified teacher. The staff care for children with special educational needs and/or disabilities, and children who learn English as an additional language. The provider is in receipt of funding for the provision of free early education for children aged three and four years.

What the setting needs to do to improve further

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

- review group sizing during adult-led activities by reducing the number of children, to further strengthen their concentration skills.

Inspection judgements

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

The quality of teaching is excellent. Staff have an exceptional knowledge and understanding of how to promote children's learning and development, and make their learning fun. The staff use every opportunity throughout the day to extend children's development. The environment is bright and colourful, which is appealing to children and motivates them to learn. Staff use the permanent play areas, such as the home corner for role play and the creative area, to fully promote children's learning and development. They use these areas to consistently enhance children's progress on a daily basis.

Staff consistently promote children's mathematical development throughout the session. They work with individual children, assess their levels of understanding and provide further challenges to help them progress. For example, children used large tweezers to pick up small objects. Staff encouraged them to sort the toys into different groups, depending on their colour. Children displayed high levels of confidence and successfully separated the coloured objects. Staff then extended the activity by asking children to count the amount of objects in each group. They further challenged children by asking which group contained more or less. This provided excellent levels of challenge, and staff offered high levels of praise and encouragement, which encouraged the children to try.

This activity clearly promoted children's knowledge of number and also promoted their smaller muscle skills, as they held pens and pencils to practise their early writing skills. However, occasionally, group sizes of the children during adult-led activities are too large. Although children thoroughly enjoy the activity, some become distracted because of this.

Staff support children's literacy development extremely well throughout the sessions. For example, children confidently selected their names from the board as they arrived and stuck them to the wall. They enjoyed listening to stories with staff. Staff regularly paused to ask children thought-provoking questions about the story and allowed them time to express their thoughts. After the story, staff purposefully extended the children's learning by using small role-play equipment to make a story. They encouraged children's imaginations by asking them what they felt would happen next. The children made their own decisions about the story and the staff enthusiastically narrated it for them while they acted out the movements with their characters. This highly effective teaching kept children engaged for a long period of time. Children have access to a computer and show interest in certain programmes. Staff allow children to use the programmes independently, so they learn to use programmable resources competently. Therefore, children develop the skills necessary for their future learning and the move to school.

Staff use observation, assessment and planning extremely well. They get to know the children before they start through information provided by the parents. This provides a starting point from which for staff can plan. All staff carry out regular observations and assess children's progress. Staff use the observations to inform future planning, which is individual to each child and focuses on their interests. They implement planning and assessment highly effectively and consistently evaluate the activities provided. Staff track children's development termly and all children are making exceptionally good progress in almost all areas of learning. Staff share all assessments with parents and also provide further opportunities for parents to be involved in their child's learning and development. For example, staff allow children to borrow books and resources to share with their parents at home. This ensures that parents are able to be involved in their children's learning and comment on the progress they are making at home.

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

Children arrive with high levels of excitement. They separate from their parents with ease and begin playing in the well-resourced and effectively set up environment. The strong bond between staff and children is evident through the confidence and high levels of self-control that children display during activities. For example, children know who their key person is and seek them out for comfort and support. They ask them to join them in their play and talk to them about what they are doing. Staff offer plenty of praise and encouragement, which boosts develops children's confidence and self-esteem, and encourages them to explore and try new experiences. Children also show high levels of confidence when playing with their friends. For instance, children enjoyed making marks on a chalk board. They discussed what pictures they were going to create and worked together to create flowers and butterfly wings. Therefore, children play very well together and support each other's actions.

Staff deploy themselves effectively within the environment. They have an excellent knowledge of knowing when to allow children to take the lead in their own play and when to offer help. They are excellent role models and are consistent in explaining why children should do certain things. Children behave exceptionally well. They listen to staff instructions, play extremely well together and have nurturing relationships with each other. They include each other in their play and share resources. Staff are positive role models and treat all children with kindness and respect. Staff take the time to listen to children's thoughts and ideas, and offer high levels of support and praise, which further encourages children's positive behaviour.

Children have an excellent understanding of hygiene procedures and confidently take themselves off to the toilets or to wash their hands before eating. Children choose from different bowls of fruit and biscuits for their snacks. Numbers displayed with the different bowls show children how much they can have. Therefore, staff use every opportunity to develop children's learning. Children poured their own drinks of milk and used the water dispenser to fill their cups. Children showed high levels of confidence and independence throughout this time, which means that they fully understand and follow familiar routines.

Staff provide children with highly effective opportunities to learn about healthy lifestyles. For example, children moved around to music in the large hall. Staff asked children why they need to exercise and they replied, 'To keep fit and healthy'. They have access to a large hard-surfaced area, which is set up with different activities for the children to choose from. Children took part in an obstacle course, which required them to go over the top of blocks, balance on beams and step between numbered stepping stones. Staff supervised the children but allowed them to manage risks independently and only intervened when necessary. Therefore, children have every opportunity to work things out for themselves and use equipment independently.

The children also benefit from visiting local woodland. Staff remind children not to touch any berries without asking an adult and never to eat anything from the woods. This develops their knowledge of how to keep themselves safe. The outdoor areas are risk assessed by the manager each day. However, on the day of the inspection, staff decided that the decking would be too slippery for the children to use due to the wet weather. Consequently, staff are aware of possible risks to children's well-being and adapt the environment appropriately.

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

The leadership and management of the provision is outstanding. The manager strives for excellence and demonstrates this through detailed self-evaluation plans. In addition to this, management complete action plans, which follow on from annual reviews with an early years advisor. Plans are extensive and staff are working to continuously improve practice. The manager and staff are aware of the importance of continuously evaluating their practice, so that outcomes can be improved for children.

The manager and staff have an excellent knowledge and understanding of the requirements of the Early Years Foundation Stage and follow extensive policies and procedures. These highlight the extremely high standards that the manager expects from the staff, to protect children's welfare, and promote their learning and development. Due to being a small team, the manager holds regular informal discussions with her staff regarding the planning and assessment of children. In addition to this, she also holds regular staff meetings to discuss practice and ensure that children are provided with the best possible learning opportunities. As a result, children are making excellent progress. The manager implements rigorous recruitment, vetting and induction procedures to help ensure that new staff are suitable to work with children. Staff are suitably qualified in childcare and attend paediatric first-aid training. They receive regular supervision sessions and an annual appraisal during which time they discuss their practice and any additional training needs with the manager. Consequently, staff are highly motivated, because they receive effective support and they are also aware of the manager's expectations for developing outstanding practice throughout the setting.

Staff have an excellent knowledge of safeguarding procedures and fully understand their roles and responsibilities in keeping children safe. Disclosure and Barring Service checks are in place for all people who come into contact with the children. All staff have a thorough knowledge and understanding of the extensive safeguarding policy. In addition to this, there are policies regarding the safe use of cameras and mobile phones. There are extensive risk assessments in place for all areas of the setting, but in particular for the outdoor area. Staff carry out visual checks each day and staff sign to show the areas that they have checked. Accident procedures are comprehensive and staff record details of any accidents clearly in an accident log. Staff share this information with parents and request that they sign the accident form so parents are aware of any first-aid treatment given. Children take part in regularly fire drills, which help to ensure they have an understanding of what to do in an emergency and how to keep themselves safe. These systems evidence the importance the manager places on keeping children safe from harm.

The staff fully support children who attend other settings. Robust systems are in place to effectively share information regarding children's development. The staff are very open to working with external agencies and have had experience of working with various different professionals. Parents are highly complimentary about the staff and the provision for their children. They feel that their children are inspired by the diverse and well-prepared resources that staff make freely available. Others feel that staff do an outstanding job every day. Parents are equally pleased with how staff involve them in their children's learning and development. Parents comment that nothing is ever too much trouble and they are thrilled with the progress their children are making in readiness for school.

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	EY302604
Local authority	Surrey
Inspection number	834083
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	37
Name of provider	Brook Nursery School Ltd
Date of previous inspection	19/01/2009
Telephone number	01428 684079

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

