

St John's Primary School 2 Year Olds

St. John's CP School, Victoria Road, Knaphill, WOKING, Surrey, GU21 2AS

Inspection date

Previous inspection date

11/11/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff are very sensitive and children form secure emotional attachments, providing a strong base for children's learning and well-being.
- Children make good developmental progress given their starting points due to the effective and tailored support they receive from the skilled staff.
- The strong focus on promoting children's communication and language skills has a positive impact on children's confidence and understanding, including children learning English as an additional language.
- Children play and explore in the stimulating, well-planned learning environment both indoors and outdoors.
- The management team effectively oversees the robust systems for the safe and successful running of the nursery.

It is not yet outstanding because

- Management and staff complete a self-evaluation process to identify their strengths and weaknesses in practice, however, currently parents have fewer opportunities to contribute to this process.
- On occasions, staff do not consistently encourage children's emerging personal

independence skills.

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 play areas.
- The inspector held discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documents, including children's records, risk assessments, self-evaluation records, policies and procedures.

Inspector

Jacqueline Munden

Full report

Information about the setting

St. John's Primary School 2 Year Olds registered in 2013. The nursery is registered on the Early Years register. It operates from a room within the Children's Centre, which is on the St John's Primary School site in the Knaphill area of Woking, Surrey. The nursery takes children aged two years. It is open all day Monday and Tuesday, from 9am to 3pm, and on Wednesdays from 9am to 12noon, term time only. Children have access to an enclosed outdoor area. There are three members of staff who work with the children, one of whom holds Qualified Teacher Status. The nursery supports children learning English as an additional language. It is in receipt of funding for the provision of free early education for children aged two.

What the setting needs to do to improve further

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

- improve the consistency in how staff develop children's personal independence skills, particularly during everyday routines
- develop self-evaluation processes further to include input from parents, to enhance the monitoring, evaluating and assessing of strengths and weaknesses of practice and to help drive continual improvement.

Inspection judgements

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

The nursery provides care for children aged two. Children make good progress in relation to their starting points, including children who are learning English as an additional language. This is because staff have a secure knowledge of how children learn and they help children to progress in all areas of learning. For example, the manager explains that she and her staff focus on, 'Creating as many talking areas as possible' as they know this will help children's make good progress in their communication and language skills. Staff provide many adult-led activities that engage children well, around a theme, such as nursery rhymes. At the time of the inspection, children are learning the rhyme, 'Humpty Dumpty'. Staff have provided modelling dough and empty egg boxes, and talk to children about the egg shape of Humpty Dumpty. Children develop small muscles and hand-to-eye coordination as they use tools to roll and prod the dough.

Staff make sure a wide range of activities and resources are available at all times, and some link into the theme. For example, while playing outdoors, children stacking the large wooden blocks are encouraged to build a wall for a model of Humpty Dumpty to sit on.

Children explore how to make the blocks fit next to each other, showing they are learning to solve problems. They are very excited as they sit the model on the wall and make him fall at the appropriate time in the rhyme, showing they understand that words carry meaning. Some join in singing the rhyme with staff. Staff use good teaching techniques, and deploy themselves effectively, as children move on to what interests them. Children use the easy grip chalks to colour the pictures of the, 'Kings Men' from the rhyme. Staff introduce new words to extend children's understanding and vocabulary. For example, staff explain that they are, 'Soldiers' and encourage children to count them. They demonstrate pointing to each soldier as they count, and then hold children's hands and guide them, moving to the next soldier as they count up to seven.

Children initiate their own ideas as they draw around their feet with the chalk. Staff takes this further by drawing around three children's feet with the idea of comparing them, but soon realises the size differences are not definite enough. Consequently, a member of staff draws around her own foot as this is clearly bigger. She extends this by asking children which is the 'biggest' and 'smallest'. Children show they are developing a good understanding of size, as they confidently say which is which. Indoors, children ask for the farm set and staff continue to teach them about size by drawing around a big and a small pig. Children match the correct pig to the outlined drawing which promotes their mathematical skills. Staff write the words 'big' and 'small' on the drawings to help teach children that words have meaning. This also helps promote their early literacy skills.

Staff share information well with parents about how they can continue to support their child's learning at home. For example, they provide parents with the words and actions to the rhymes children are learning so that they can continue to practice them at home with their child. Parents reported that their children sing 'Incy, wincey spider' and notice that a firework they saw in the sky looked like a spider. This shows children are learning words and comparing them to what they see. Staff make regular and accurate assessments of children's levels of development, and use these to help them move each child on to the next stage in their learning. All the assessments, including the progress check for two-year-old children, are used to make sure each child promptly gets any additional support they need.

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

The small and consistent staff team support children's emotional well-being effectively. They have a good knowledge of the children's backgrounds, the professionals involved in their lives, and their specific needs. As a result, children are happy, settled, and display a great sense of belonging and confidence as they move around the nursery and approach staff for support. Staff meet children's personal routines and needs well. For example, they help to move children on from wearing nappies to using the potty or toilet. They spend time supporting children in learning how to put their shoes and coats on, and provide a knife, fork and spoon for them at meal times. However, staff do not always consistently promote children's emerging personal independence skills though. For example, although children are encouraged to put their own coats and shoes on staff then pour their drinks and serve their food at mealtimes.

Children spend much of their time outdoors, which helps promote their health and well-being. They build strong muscles as they climb the steps and come down the slide. Staff teach children about healthy lifestyles well as they talk about the healthy and nutritious foods they provide at snack time. Children enjoy the cooked meals that are brought over from the school at lunchtime. They are learning good social skills and manners as they sit together to eat. Staff work with parents to encourage children that are reluctant to eat to try new foods. This has a positive impact on children's enjoyment of food and their health.

Children follow effective hygiene routines, washing their hands before eating and staff gently guide them to put the tissue they have used to wipe their nose in the bin. Staff teach children how to keep safe as they explain the importance of sitting down when they eat. Staff provide a stimulating environment where children can play and learn. The rich and varied play areas, with well-chosen play resources, support all areas of children's learning and development.

Staff are good role models helping children to learn good manners, and to respect each other. Children respond well to the kind and calm consistent reminders to share and take turns. Staff prepare children well for their future learning, whether they move to the nursery for older children on site or to another setting when they reach the age of three. This is because children learn positive skills and attitudes to exploring and learning, build friendships and begin to learn the skills needed to take care of themselves. Staff form strong links with other providers children attend, and this helps to promote a joined up approach to their care and learning.

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

The school governing body and the nursery manager have a secure understanding of the safeguarding and welfare requirements. There are robust arrangements put in place for safeguarding children. The manager and her staff team have a secure knowledge of the child protection procedures to follow should they have a concern regarding a child. They update their child protection training regularly as they join the school inset training days for child protection. In addition, they attend further outside training aimed at staff working specifically with younger children. This shows the strong commitment by the management team to make sure that staff understand the needs of the two-year-olds. Thorough vetting, induction and supervision systems help to make sure all adults connected to the nursery are suitable, and understand their roles and responsibilities. Staff are alert and continually assess risks, demonstrating they take effective steps to keep children safe.

Management has a secure understanding of the learning and development requirements. They use effective systems to track and monitor the delivery of the educational programmes, and the progress children make. The whole staff team is involved in evaluating all aspects of the nursery. For example, staff review the environment regularly and change the layout when they feel it can be improved. They are clear how the changes they have made have increased the creative experiences children receive. Feedback from

the local authority is welcomed. Partnerships with parents are developing; they report their children settle well due to the support they receive from staff. Those parents whose children are learning English as an additional language, say their children are using lots of new words in English at home. Parents have plenty of opportunities to talk about their children at drop off and collection times. However, they have fewer opportunities to contribute to the nursery's self-evaluation process to help drive improvements and to support children's achievements over time. Staff work closely with other professionals and agencies involved in children's care and learning to deliver a consistent approach. This has a positive effect on children's welfare and learning.

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	EY471838
Local authority	Surrey
Inspection number	977583
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 2
Total number of places	12
Number of children on roll	6
Name of provider	St John's Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01483 476450

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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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