

Crawley Ridge Nursery

Crawley Ridge Infant School, Crawley Ridge, CAMBERLEY, Surrey, GU15 2AJ

Inspection date	01/12/2014
Previous inspection date	09/12/2010

The quality and standards of the early years provision	This inspection:	2
	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

- Staff and children form positive relationships. Consequently, children are very happy, relaxed and settled at the nursery, and they benefit from the kind and caring staff who support them effectively in meeting their daily needs.
- Staff provide children with a well resourced, visually stimulating and welcoming environment for their care, learning and play. Children feel safe and secure in the nursery as they confidently determine their own learning.
- Staff know the children well and effectively meet their individual needs. Children are confident and have good levels self-esteem as a result of the praise they receive.
- Effective partnership with parents and other professionals enables the individual needs of children to be identified and met effectively.

It is not yet outstanding because

- Staff do not maximise all opportunities to develop children's awareness of words and that print carries meaning, by including the home language of others in the nursery.
- Opportunities for staff to recognise each other's areas for development are not fully embedded in practice.

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 viewed the areas children use with the deputy.
- The inspector discussed nursery practice with the manager, deputy and staff.
- The inspector offered a joint observation with the manager.
- The inspector observed practice inside the nursery and in the outdoor area.
- The inspector took account of the views of parents on the day of inspection.

Inspector

Hazel Stuart-Buddery

Full report

Information about the setting

Crawley Ridge Nursery originally opened in 1998, and registered under its current ownership in 2010. It is a privately owned nursery and access to the provision is at ground level. The nursery operates from a self-contained classroom adjoining Crawley Ridge Infant School, in Camberley, Surrey. There are suitable toilet facilities on site and a fully enclosed outside play area. The nursery serves families from Camberley and the surrounding areas. The nursery is registered on the Early Years Register. It generally accepts children from the age of two and a half years. The provision is in receipt of funding for the provision of free early education to children aged two, three and four. There are currently 58 children on roll. The nursery supports children with special educational needs and/or disabilities as well as those who speak English as an additional language. The nursery is open term time only from 8.45am until 3.15pm. Children may attend all day or on a sessional basis, with or without lunch. Those children who stay for lunch bring a packed lunch from home. The nursery employs seven members of staff, of these, six hold appropriate early years qualifications. There is one member of staff who holds a first-aid 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 labelling around the environment to include the home languages of children who attend, to further enable all children to value the language of others and strengthen their understanding that print carries meaning
- strengthen the good professional relationships further, through staff-on-staff observations, which focus on valuing staff's strengths, skills and knowledge, and use these as a tool to further evaluate practice.

Inspection judgements

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

Children thoroughly enjoy attending this nursery, which provides them with a stimulating, vibrant and welcoming environment where they learn through play. Children make good progress in their development because staff know them well. This enables every child to follow their own interests and to achieve their potential. The quality of teaching is good. Staff prepare activities well and this enables children to gain maximum enjoyment and achievement. For example, staff provide a range of different materials and glue for children to use to explore their imagination and create pictures. They provide a range of scissors that encourage children to become independent, such as left, right and dual-

handed scissors. Children are happily engaged in this activity. They happily accept support from staff who teach them how to use the scissors correctly. Children watch and listen carefully as staff demonstrate how to use them. After lots of encouragement and practise, some children are able to cut pieces of tissue paper by themselves. They smile proudly as they receive lots of praise. This positive approach from staff encourages children to have-a-go, which promotes their development well.

Staff motivate and inspire children's learning through planned themes and topics. Displays of children's artwork show that they are celebrating Christmas. For example, during the inspection, children enjoyed making Christmas stockings to hang on their tree at home. They use their imagination as they choose how to decorate it. Staff extend their learning with good questioning techniques, and ask the children to think about how different materials feel. For example, some children describe the glitter as being very soft and cold. They confidently use the glue and create glittery patterns on their stockings. Activities such as these encourage children to use their imagination and develop their physical skills, for example, as they cut out the stockings with increasing confidence.

Children arrive happily and enthusiastically. They quickly go to their chosen activity and engage in play. Some children sit together in the book corner. They look at books together and make marks in notebooks pretending to write lists. They chat between themselves and negotiate rules. For example, some children are using torches and shine it in the eyes of the others. They quickly explain that they should not point the torch in their eyes and they give good explanations as to why. Staff nearby hear this, they sit down with the children to reinforce the reasons why, and gives lots of praise. Children listen well and take on board what has been said. They then shine the torch on the ceiling and away from anyone's eyes. This demonstrates that children are confident and able to express how they feel to others, which prepares them well for school.

Children are confident communicators and approach visitors with excitement as they show them paper money that they have brought in, as this week the letter is 'M'. Staff constantly talk to the children and ask them questions that encourage them to think before giving the answers. This enables children to develop good communication and language skills and, therefore, they are developing the skills they need for their future learning. Staff promote children's awareness of words in the environment and that print carries meaning. However, they do not display dual-language key words inside or outside to enhance the learning of those children with English as an additional language or encourage other children to value different home languages.

Staff have good knowledge of the learning and development requirements and of how children learn effectively. The key-person system works well and staff clearly understand each child's ability to learn. Staff complete the written progress check for two-year-old children and share these with parents. Staff plan a good educational programme that covers all areas of learning well. Observation and assessment are completed regularly and accurately, and reflect the current stages of development. Staff clearly identify children's next steps for learning and each term they set targets that cover all areas of learning. They share and agree targets with parents. Termly summaries of achievements are also completed and shared with parents. These measures fully support children to enable them to make good progress in relation to their starting points and prepare them well for

school. Parents are strongly encouraged to be part of their children's learning. For example, staff provide resources, such as, number lines and colour pallets. They encourage parents to extend activities at home using these resources and this enables children to make progress in their learning and development. This demonstrates a joined-up approach to children's learning and development, and has positive outcomes on children's progress.

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

Staff provide a wide range of good quality and age-appropriate resources. They are organised well and children are able to independently choose what they want to use. Staff display a wealth of photographs, pictures, posters and children's artwork. These are visually stimulating and give children a strong sense of belonging. Resources are labelled with English words and pictures to help all children to choose what they want to use independently. Children are confident within the environment, and happily determine their own learning which supports their growing independence and curiosity. Staff foster good relationships with children. Effective key-person systems enable staff to understand the individual needs of children and their families, and provide appropriate support. New staff are fully supported and mentored which enables them to effectively build relationships with children and their families quickly. Staff are kind, calm and caring they have a positive approach towards the children, and this is conducive to an effective learning environment. Staff are very well deployed, enthusiastic and good role models to children. This helps children to settle well into the nursery. Staff teach children about manners and being kind to each other. They are consistent in their approach to good behaviour management. For example, staff gently remind children about saying 'please' and 'thank you', and give them lots of praise when they remember. They sensitively remind children about being kind to each other and about sharing resources with their friends while they are at nursery. Children cooperate well during play and happily accept the three minute timer if lots of children want to play with the same toy.

Staff teach children about healthy lifestyles well. During the inspection, children went outside to have some fresh air and exercise. They listened and watched carefully as staff demonstrated to them how to hop, jump and walk backwards. She encourages children to talk about why they need to have fresh air and exercise. Children develop their physical skills well as they enthusiastically run, skip, jump and hop from one side of playground to the other. They begin to develop their spacial awareness as they move their heads and use their eyes to look all around them as they walk backwards. Staff provide children with healthy snacks which they help to prepare. Children have access to drinks throughout the session and this enables them to make their own healthy lifestyles choices. Children independently wash their hands and help themselves to snacks. These skills support children's next stage in their learning, and prepare them for their move on to school.

Staff keep children safe as daily risk assessments are completed inside and outside. Any risk identified is quickly minimised to ensure children play safely. Children learn about their own risk taking as they use the resources around the nursery. For example, children listen and watch carefully when staff demonstrate how to use different equipment, and show

increasing confidence when they use the equipment independently. Staff demonstrate a good awareness of how to safeguard children and all staff have attended appropriate training. Safeguarding is always high on the agenda and the manager regularly revisits safeguarding during staff meetings. Staff provide a wide range of stimulating activities and play experiences that help children develop in all skill areas. They display resources well and they are inviting to children, which encourages them to explore and investigate with enthusiasm.

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

Children make good progress in their learning and development, and staff keep them healthy and safe. This is because staff have a good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. Staff are confident in the procedures to follow should they have any safeguarding concerns. There are robust recruitment, vetting and ongoing suitability procedures in place to ensure all adults working with children are suitable. A detailed safeguarding policy is in place and covers the use of mobile phones, cameras and whistle blowing. Staff are deployed well to supervise the children, and always maintain high staff-to-child ratios. The manager is supernumerary which enables her to support staff and children effectively. Management check staff practice through regular supervision and appraisals. They encourage staff to undertake professional training, and a development plan is maintained that identifies future training and professional development. The manager observes the staff to gain an understanding of their knowledge, understanding and abilities, and uses these observations to further evaluate the nursery's practice. However, there is scope to enhance staff's professional development further, for example, by completing staff-on-staff observations and use this information to enhance each other's practice. The profiles on children are checked regularly to ensure accuracy and consistently. The manager spends time daily with the staff and children to ensure continued practice.

The nursery generally has good procedures in place to evaluate their practice. Parental questionnaires are completed and this enables staff to take on board parents' views about the nursery, and the care and education their child receives. They include the voice of the child in all evaluations of activities completed. The manager has written a comprehensive evaluation that clearly identifies the strengths and areas for development. The manager tracks and evaluates children's progress overall. She uses this information to look at the activities, resources and the learning programme they provide, to ensure they continually meet the needs of children to help them make good progress in all areas of learning. Staff effectively evaluate every target set for each child and they consider carefully if children have met the target or if it needs to be revisited. They reflect on the type of activity, how it was delivered, if it interested the child and identify if there is a learning need. As a result, the nursery focuses on the priorities for development in helping them to effectively meet the individual needs of children and their families.

Staff promote good partnerships with parents. Staff welcome parents and children as they arrive and share relevant information for the day. Parents benefit from a wealth of

information displayed on notice boards, including weekly and monthly planning. Wide ranges of photographs are displayed in a picture line to show parents the daily timetable and the type of activities that children enjoy. Parents shared their views of the nursery during the inspection. All parents spoken to are extremely happy with the care and education their child receives. They feel that, 'staff are friendly, caring and approachable' and know their children well. Staff are always available to talk to parents and have an open-door policy. They have regular meetings with parents and share their child profiles at least termly. Staff work effectively with other professionals to ensure the individual needs of children are met as required.

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	EY412294
Local authority	Surrey
Inspection number	838644
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	58
Name of provider	Visagi Limited
Date of previous inspection	09/12/2010
Telephone number	01276 676158

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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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