

The Nursery School

The Salvation Army Hall, Church Road, Addlestone, Surrey, KT15 1SG

Inspection date	04/12/2014
Previous inspection date	26/01/2012

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

- Communications between staff and children are exemplary. Children receive every opportunity to express themselves; there is a real sense of their voices being heard and valued.
- Learning opportunities are provided in abundance and children are supported with genuine interest. This enables all children to thrive in this outstanding learning environment.
- Highly effective and continually developing partnerships between providers, parents and other agencies ensure meticulous meeting of individual children's needs.
- The manager and staff show a commitment and drive to secure continuous and sustainable improvement. The quality of teaching is high and leadership is inspirational.
- All children make rapid progress in their learning and development in relation to their starting points. Support for children with special educational needs and/or disabilities, and children who speak English as an additional language is inspiring.

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 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

The Nursery School opened in 1995, and re-registered under its current owner in 2011. It operates from the Salvation Army Hall, in Addlestone, Surrey. Children have access to three rooms, with toilet facilities also in this area. An enclosed garden is also available for outside play. The setting is registered on the Early Years Register. There are currently 45 children on roll who attend different times of the week. The setting opens Tuesday, Wednesday, Thursday and Friday from 9am to 12pm, Tuesday and Thursday 12.45pm to 3.15pm and 12.30pm to 3.15pm on a Friday. The setting also offers a lunchtime session on a Tuesday, Thursday and Friday between 12pm and 12.45pm. The setting is in receipt of funding for two-year-old children and for the provision of free early education for children aged three- and four-years-old. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. There is a staff team of seven, including the manager, and of these six staff hold appropriate early years qualifications. The setting receives support from a mentor/advisor from the Early Years Team. The setting is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- continue to develop the already excellent partnerships with parents by offering more flexible opportunities to formally discuss their child's progress.

Inspection judgements

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

Children at the nursery flourish and make exceptional progress towards the early learning goals. Staff rigorously research children's starting points and closely monitor their progress. They use this knowledge to secure timely interventions and support, based on a comprehensive knowledge of the child and their background. Staff focus sharply on teaching children to acquire communication and language skills, and on supporting their physical, personal, social and emotional development. As a result they are fully prepared for the next stage in learning when they leave for school. The key skills they need are all developed extremely well because staff have a full understanding of what they need to do to effectively extend children's learning and creativity.

All staff show they have an excellent understanding of each learning area; this results in all children having access to activities which are exciting and interesting. Consequently, children make rapid progress in all areas of their learning. Children who learn English as an additional language and children with special educational needs and/or disabilities are

exceptionally well supported so that they too make rapid progress in relation to their starting points. Staff use a wide range of techniques to engage the children and their parents in the setting. These include the excellent use of visual aids as another means of communication. In addition children's parents visit the nursery to read stories in their home language. As a result children learn very purposefully about different languages and cultures.

Staff follow children's interests and seize opportunities to extend children's learning as they engage in adult-led or child-initiated play. For example, children explored an understanding of size and measure as they compared different sized carrots found in the garden. Staff make sure children also have lots of fun while they are learning. A magnetic construction activity with inter-locking bricks stimulated children's questions about flavoured ice-creams. As a result children explored colour as they linked their favourite flavours to the coloured bricks. Children learn an understanding of mathematical concepts as they investigate and explore in the outdoor environment. For example, as they engaged in water play, children imagined their paint brushes were fishes. As children calmly swished the water around, staff seized this opportunity to teach children counting skills by singing number nursery rhymes alongside them.

Staff promote children's imagination and creative development exceptionally well. They can independently choose from a wide variety of art resources in the indoor and outdoor environment, such as pens, crayons, paints and pencils. Staff follow children's interests to extend their learning. For example, as children decorated their Christmas cards they displayed curiosity about letters and sounds. Staff used this opportunity to teach and encourage skills of pronunciation by helping children to recognise letters, and the sounds they make. As a result children developed an understanding that letters have meaning and said the words out loud. Staff also captured children's interests very well as they read stories with expression and imagination. Children take books home to share with their families. Parents comment very favourably about being given suggestions for learning at home, knowing how this enhances children's learning in preparing for their move to full-time school.

Staff strive to involve parents in all aspects of their children's care and learning. There are formal meetings every term to discuss children's progress. However, there is opportunity to make this partnership even stronger to reflect on the diverse needs of families. For example, by offering parents alternative days and times to discuss their child's progress formally. Nevertheless staff communicate daily through verbal discussions and the use of daily dairies. This provides parents with extremely clear information about their children's achievements and individual needs. Links with each early years provider involved with children promote excellent continuity of care and learning. The accessing of every available form of additional support for children with special educational needs and/or disabilities and their families is a high priority.

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

All staff are highly skilled and sensitive in helping children gain physical well-being and form secure emotional attachments. They work extensively with parents to help children to settle. As a result, children feel extremely safe at the nursery, including the youngest two-year-olds. This means children right from the start of their placement are extremely confident and self-assured. Children chat confidently to adults and work very well with other children in activities. Older children receive emphatic praise as they help younger and new children. Children's behaviour is excellent and their sense of belonging is demonstrated by their familiarity in routines. Staff demonstrate a very good understanding of their role in managing children's behaviour appropriately. Their behaviour management strategies help children to feel valued and respected.

Staff constantly assess the environment alongside the children, making changes to the layout by reflecting on children's ideas. For example, children requested the sand pit be moved to the centre of the room. As a result children now access sand play more frequently, providing staff with many opportunities to improve areas of their learning through this resource. In addition, changing the environment to reflect on children's individual needs means children are kept safe from harm. They have the freedom they need to explore as they freely move between the rooms and outdoor area. Colourful, stimulating displays and resources which are very well chosen for the different ages of children, ensure they remain highly engaged and enthusiastic learners. Children's individual needs, including those who may have special educational needs and/or disabilities or who speak English as an additional language, have comprehensive support to ensure their inclusion in all aspects of nursery life.

Staff teach children about how eating well keeps them healthy. Snack time is an extremely enjoyable social occasion where staff encourage good hygiene routines, good manners and lots of conversation. Children's dietary needs are discussed with parents and staff during settling in and any specific needs are addressed carefully. Children prepare some of their own snacks, selecting the various fruits to cut up and peel. They pour their own drinks and serve food, which promotes their independent skills extremely effectively. Children have an excellent understanding of the need to keep fit and healthy. They are energetic and spend a large part of their day outdoors. They develop excellent physical skills through the use of ride-on toys, running, climbing and using child-size equipment.

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

The manager has an excellent understanding of her responsibility to meet the safeguarding and welfare requirements. Meticulous attention to safeguarding means that children are protected from harm and feel extremely safe. All staff are trained in child protection and demonstrate an excellent awareness of safeguarding issues. Consequently, they are confident in implementing child protection procedures. The manager uses rigorous recruitment and induction procedures so that all staff are highly suitable to work with children. Close supervision at all times adds to children's safety. Implementation of a highly effective risk assessment programme results in the premises being entirely secure and safe. With input from all staff, the manager regularly updates all required

documentation and procedures. For example, the special education needs co-ordinator has recently updated the nursery inclusion policy. Staff are fully aware of changes in procedures to enhance the safety and well-being of all children.

Self-evaluation is a key feature of the nursery to continually identify areas for development in relation to all aspects of the provision. The manager understands that monitoring the quality of teaching and learning is crucial to respond to every child's emerging needs. It helps them to maintain the very high standards they have come to expect. For example, a member of staff is working towards her foundation degree in early years education. This will increase her knowledge and skills and will therefore help to improve outcomes for children. In addition to supporting staff to raise their overall qualification levels, the manager carries out regular staff supervisions. This ensures that staff are performing to the best of their ability, which in turn reflects on the quality of care and education provided. As a result a member of staff recognised the need for further training to support the two-year-old children. This has had a positive impact on her teaching skills. As a result she can now accurately plan activities that reflect on children's next steps in 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	EY433212
Local authority	Surrey
Inspection number	823868
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	45
Name of provider	Katrina Louise Mulea
Date of previous inspection	26/01/2012
Telephone number	01932829678

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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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