

# Stoke Tots Nursery School

Guide and Brownie Hall, Stoke Road, Stoke D'abernon, Cobham, Surrey, KT11 3BH

<b>Inspection date</b>	11/12/2014
Previous inspection date	10/01/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- The leadership and management team are strong. There is a clear commitment to continually developing the nursery in order to improve opportunities for children's care and learning.
- Children make good progress in their learning and development. This is because of the good quality teaching, which provides interesting and challenging activities that meet the needs of all children.
- The provider and staff team work effectively with parents and other agencies to provide appropriate support for those children identified with additional needs.
- The nursery has positive relationships with parents because the staff team have implemented a number of successful strategies to engage all parents. This provides a collaborative approach to meeting the individual needs of children.

### It is not yet outstanding because

- Staff do not always provide children with open ended resources in their make-believe play to fully support their creative 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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities indoors and outdoors.  
The inspector held discussions with the provider, deputy manager and staff and
- looked at a range of documents that included planning, observation and assessments of children's progress.
- The inspector carried out a meeting with the provider to check evidence of suitability, qualifications of staff and discuss improvement plans.
- The inspector took into account the views of parents spoken to on the day.

## Inspector

Janet Thouless

## Full report

### Information about the setting

Stoke Tots Nursery School opened in 1985. It re-registered in 2013 under new ownership. The nursery operates from a community building in Stoke D'Abernon near Cobham, Surrey. Children have access to a large hall. The nursery has outdoor play facilities. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery operates Monday to Friday, offering an Early Bird session from 8.45am to 9am and morning sessions between 9am and 12pm. The nursery operates term time only. There are currently 13 children in the early years age group on roll who attend a variety of sessions. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and those children who learn English as an additional language. A total of five staff work with children, of whom four hold appropriate early years qualifications.

### What the setting needs to do to improve further

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

- develop the make-believe area with more open-ended resources in order to promote children's imagination and creativity further.

### Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They meet children's individual learning and development needs well because the quality of teaching across all areas of learning is good. As a result, children are making good progress in their development. Staff carry out regular observations and assessments that are accurate and used to plan the next steps in children's learning effectively. This ensures teaching sharply focuses on individual children's interests and learning styles. Staff seek parents' views to establish children's starting points. In addition, parents are fully involved in their child's learning and development through daily communication, parents' consultations and discussions with their child's key person. The nursery values the role of parents and has very effective partnerships in place. This ensures children benefit from a consistent approach to their care and learning. Children with special educational needs and/or disabilities are well supported, because staff work closely with parents and outside agencies to identify and meet their needs. Parents stated that they enjoy receiving and being involved in their children's progress records.

Staff use good quality questioning to extend children's communication and language skills

and help their critical thinking. For example, at circle time when children gathered together as a group, they explored the weather board. Staff encouraged them to recall what the weather was like outside. Children said that it was raining, windy and cold. This developed into many worthwhile conversations on what we wear to keep warm and dry and the changing seasons as leaves fall from the trees. All children enjoy listening to and responding to stories, which promotes language and literacy development well. In the indoor and outdoor environment staff display books alongside other resources to capture children's interests as they play. Children select books independently and sit in comfortable book areas, turning pages with confidence and ease. In addition, the nursery offers a book loan scheme where parents are encouraged to read to their children at home. Therefore, children's skills in literacy are developing further. Children enjoy imaginative play in the make-believe area, acting out familiar stories. However, children only have set costumes to choose from that depict certain roles such as film characters, doctors and nurses. Therefore, staff miss opportunities to enable children to be creative when acting out pretend scenarios.

Staff support children well in developing their problem solving skills. For example, when children decided to decorate a Christmas tree with small bricks, staff asked them what they needed to do to balance their brick on top of the tree. Together and with support from staff children decided to cut the top of the tree off so the brick fitted snugly. Staff recognise that children have different learning styles and take time to plan for their individuality. For example, when children display an interest in hiding in or under equipment, staff respond to this by providing a tent for them to go inside and explore. Staff seek children's views on how to make the tent dark and respond to their ideas, such as supplying a dark cloth to cover the tent. In addition staff provide children with torches so they can explore patterns and the reflection of light.

Children show how they are developing early number skills through a variety of play experiences. For example, they count the candles on a birthday cake and complete number puzzles. In addition, as children chase one another in outdoor play, they giggle as they say 'I'm running faster than you' and 'I'm catching you up'. Therefore, expressing and developing their use of mathematical language.

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

Children demonstrate that they feel safe in the warm and caring atmosphere of the nursery. They arrive happy and are eager to participate in the good range of activities and resources on offer. They confidently self-register their arrival, hang up their coats and place their personal belongs on the pegs provided. The effective key-person arrangements ensure that staff give good attention to helping children feel emotionally secure. For example, each key person skillfully supports children to gain confidence in their environment. This enhances children's sense of security and emotional well-being. Children settle well, are inquisitive and enjoy their play and learning. As a result, children make good progress in their personal, social and emotional development.

Children's behaviour is good. Staff help children resolve potential conflict, such as when

one child wants another child's toy. Staff calmly offer children gentle reminders about sharing toys. Therefore, children are developing the complex skills of sharing resources and working together from an early age. The nursery is well resourced to inspire children's independence, aspects of creativity and problem solving skills. Staff place interesting items around the nursery, which inspire children and initiates conversations as they play. For example, displays on nature include a collection of leaves, conkers and fir cones. The use of picture labels and words indicate to children where toys are kept and encourage them to return resources to where they belong. Children thrive in the outdoor learning environment. They have opportunities to explore soil as they use the digging area, developing strong physical skills. They enjoy make-believe play in the building site area, wearing hard hats to keep themselves safe and using magnifying glasses in their hunt for mini-beasts. When children have more than one home language, staff encourage children to use these in the nursery. This promotes a fully inclusive nursery environment.

Staff support children's well-being effectively by promoting healthy eating and regular outdoor play. Children bring in fruit to eat at snack time. They know to wash their hands, which contributes to their well being. Children learn how to keep themselves safe with good support from the staff team. For example, when children were cutting their fruit at snack time, staff reminded them to use the sharp knife safely. In addition when participating in cooking activities, staff introduce children to healthy food choices. As a result, children are developing their knowledge in good hygiene and healthy lifestyles.

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

Management and staff have a good understanding of the requirements of the Early Years Foundation Stage. They have good procedures in place to help safeguard children and protect them from harm. Staff have completed the local authority safeguarding training and know precisely what steps to take should they have any concerns about children in their care. In addition, staff keep accurate records, which promotes children's welfare further. The provider has robust procedures in place with regards to recruitment, vetting and induction of staff. This means that they check that staff are suitable to work with children. As part of their induction, all staff commit to a code of conduct and duty of care and practice. This has contributed to maintaining consistency in the care provided to children, considering the significant changes to the staff team over the previous year. The provider uses sound methods for supervision and annual appraisals to identify training needs. Staff attend a range of training courses and enthusiastically share their knowledge with colleagues to inspire and improve outcomes for children. Regular risk assessments cover all areas of the building, outdoor play and outings. Staff carry out daily checks to minimise hazards in order to help keep children safe.

The provider has a strong desire for maintaining quality in all aspects of care and education. Evaluation of the nursery's strengths and areas for development is ongoing and involves contributions from staff, parents and children. The management team have successfully addressed the previous action and recommendations from their last inspection. For example, they have developed the outdoor play area, which includes a

good range of activities across all educational programmes. In addition, the nursery team have improved their partnerships with parents. Therefore, demonstrating a commitment to providing good quality care and learning opportunities for all children to promote their ongoing progress. Senior staff monitor the delivery of the educational programmes to identify any emerging gaps in children's learning. Staff carry out progress checks for children aged between two and three years and provide written summaries to parents. This helps to identify areas where children may require support so that staff can take appropriate action.

Partnerships with parents are good. Staff provide parents with a comprehensive range of information to ensure they are well informed about how the nursery operates. In addition, they keep parents fully informed about their child's progress, achievements and daily experiences. Parents speak fondly about the nursery and the staff team. Parents comment that they enjoy receiving the weekly newsletter and how this helps them to feel informed with regards to activities taking place each week. Partnerships with external agencies are well established. The special educational needs coordinator successfully supports staff in identifying the needs of children who require additional help. In partnership with parents and other professionals, staff devise a programme to help the children make good progress. There are good procedures in place to support older children's progression into school. Staff invite teachers to visit the nursery during the summer term, and complete transition forms on children's current stage of development. Therefore, staff are helping to provide continuity in children's learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

## 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

<b>Unique reference number</b>	EY460577
<b>Local authority</b>	Surrey
<b>Inspection number</b>	962579
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	13
<b>Name of provider</b>	Vanessa Roe
<b>Date of previous inspection</b>	10/01/2014
<b>Telephone number</b>	07871778573

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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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