

# Cranbrook Independent Nursery and Pre-School, Cranbrook Adventurers

Coppingham Cottage, Balcombe Road, Horley, Surrey, RH6 9EF

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 23/12/2014 |
| Previous inspection date | 18/10/2010 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 3 |
|  | Previous inspection:    | 2 |
| How well the early years provision meets the needs of the range of children who attend |                         | 3 |
| The contribution of the early years provision to the well-being of children            |                         | 3 |
| The effectiveness of the leadership and management of the early years provision        |                         | 3 |

## The quality and standards of the early years provision

### This provision requires improvement

- Staff are positive role models. They use consistently applied strategies and provide clear guidance for the children about what is acceptable behaviour.
- Staff form appropriate relationships with children, helping them to feel emotionally secure and to settle easily.
- The manager uses suitable systems to evaluate and reflect on practice so that they can analyse their strengths and areas for further improvements.

### It is not yet good because

- Staff do not implement safeguarding policies and procedures robustly to ensure older children do not access their mobile phones and other devices while on the premises.
- Staff are not always fully attentive to the individual needs of all children, for example by encouraging quieter children to develop relationships and take part in activities of interest to them alongside their other children.
- Staff do not consistently challenge children to develop skills of imagination and curiosity.

## **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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector had a tour of the premises and invited the manager to take part in a joint observation.
- The inspector discussed with the manager and staff how the individual needs of each child are met.
- The inspector observed children and staff engaged in activities.
- The inspector sampled a range of documents, including some policies and procedures, risk assessments, and records for children and staff.

## **Inspector**

Jane Franks

## **Full report**

### **Information about the setting**

Cranbrook Independent Nursery and Pre-School, Cranbrook Adventurers registered in 2006. It is owned by Childcare and Learning Group Ltd. The setting is situated in Horley, Surrey. It operates from a converted detached house, which is on two levels, and a single story building (The Barn) to the back of the house. There is a car park to the front and side of the property and a large outside area for the children to use. The setting serves the children that attend specific local schools, before and after school and during the school holidays. The setting is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. Children aged from four years to 11 years attend the setting. It is open each weekday during term time from 7.30am to 9am and from 3pm to 6.30pm. During school holidays and school inset days it is open from 7.30am to 6.30pm. The setting only closes on Bank Holidays. There are currently 150 children on roll; of these, 15 children are in the early years age group. The setting supports children with special educational needs and/or disabilities and also children who speak English as an additional language. A team of three permanent members of staff work with the children, all of whom hold a recognised childcare qualification.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure safeguarding policies and procedures are sufficiently robust and embedded into practice to ensure children do not access mobile phones and other devices while on the premises
- ensure staff are deployed well to meet the needs of children more effectively.

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

- consistently challenge and motivate children to develop their curiosity and imagination.

## **Inspection judgements**

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

Children arrive happily and demonstrate a confident understanding of the routines, such as hanging up their coats. Staff spend time getting to know the children and helping them to settle. For example, new children and their parents complete 'All About Me' forms which

give staff knowledge of each child's interests and abilities when they first join the setting. Parents are happy with the service the staff provide and describe the staff team as friendly and approachable. The manager has identified possible strategies to improve partnership working with parents, in particular information sharing about their child's development; they are holding parent sessions for the early years children in the new year.

Staff move around the play areas so they are available to join in with children's play. During child-initiated play, staff interact well with children and retain their interests as the children learn through play. For example, during the inspection, children used tools to create desired effects with clay. They designed their own models, proudly describing their creations to staff. However, staff's interaction with children during some planned activities is less successful. For example, when children engaged in a cooking activity staff were very directive. The descriptive commentary failed to motivate or challenge children to develop skills of imagination and curiosity. Nevertheless, staff encourage children to develop future life skills, such as working out solutions to problems. As a result, children persevere in their chosen tasks, for example, transporting tyres down the garden. Children enjoyed playing outside during the inspection. They took turns at ball games, and spent time engaged in imaginary play.

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

Children and parents are made to feel welcome and are developing a strong bond with the staff. Staff act as the key person for each of the younger children and frequent discussions with parents help children to settle quickly. Overall, children of different ages join in a variety of activities together and build friendships. For example, during the inspection, the children worked as a team to build a den in the garden. However, staff are not consistently deployed well to be fully attentive to the specific needs of all children. As a result, quieter children are not always encouraged to develop relationships and to engage and join in activities of interest to them.

Staff offer warm praise to each child, including for helping children younger than themselves. This approach enables children to develop positive self-esteem and be spontaneously caring towards others. As a result, children behave well and learn to manage their own behaviour in positive and sociable ways.

Children develop suitable self-care skills in the setting. They are encouraged to hang up their coats when they arrive. Staff support children well in learning about personal safety. For instance, they explain to children why they should not run indoors. Children also learn to take safe risks, for example by climbing trees in the outdoor play area, closely supervised by staff.

Staff support children effectively to understand aspects of a healthy lifestyle. Children benefit from playing in the fresh air for long periods. Staff check that children manage their personal hygiene appropriately, as they learn to wash their hands before eating and cookery sessions, reducing risks of cross contamination. Staff encourage children to have

a healthy and positive approach towards food. They set out ample varied and nutritious snack foods and drinks, which children confidently serve for themselves.

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

All staff have attended safeguarding training. They understand their role regarding child protection and all staff hold current paediatric first-aid certificates. As a result, staff fulfil their responsibility to safeguard children's welfare adequately. Safeguarding policies and procedures cover the use of mobile phones and cameras at the setting, however, the staff do not implement them robustly. At the inspection, staff failed to ensure older children did not access their own mobile phones and other electronic devices, such as computer tablets while on the premises. This has an impact on how effectively staff protect children's welfare. The setting is securely maintained and staff use an effective process of risk assessment to ensure potential hazards are minimised in all areas. The premises are checked daily at the beginning and end of the session to support children's safety and well-being.

There is a robust recruitment and selection process. All staff have undergone suitability checks to make sure they are suitable to work with children, and details of their vetting are recorded. The manager follows appropriate induction and supervision procedures and encourages all staff with their ongoing professional development. For example, a member of staff is currently working towards a qualification in childcare at level 3. This improves outcomes for children as staff enhance their knowledge and skills.

There are systems in place for self-evaluation and the manager is motivated to seek further improvement. For example, the manager and staff team would like to enhance outdoor play experiences for children and have recently incorporated outdoor lights into the areas used by the children. This means children can explore and investigate the garden at dusk, bringing in a whole new dimension to their play. The views of parents, staff and children are taken into account as well as advice from their local authority early years advisor to drive improving practice.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- keep and implement a written record policies and procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- keep and implement a written record policies and procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register).

## 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>     | EY330788                                   |
| <b>Local authority</b>             | Surrey                                     |
| <b>Inspection number</b>           | 828162                                     |
| <b>Type of provision</b>           | Out of school provision                    |
| <b>Registration category</b>       | Childcare - Non-Domestic                   |
| <b>Age range of children</b>       | 4 - 8                                      |
| <b>Total number of places</b>      | 36   |
| <b>Number of children on roll</b>  | 150  |
| <b>Name of provider</b>            | Childcare and Learning (Cranbrook) Limited |
| <b>Date of previous inspection</b> | 18/10/2010                                 |
| <b>Telephone number</b>            | 01293 823163                               |

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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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