

# Woldingham Village Nursery Class

Village Hall, Station Road, Woldingham, Surrey, CR3 7EA

<b>Inspection date</b>	09/01/2015
Previous inspection date	18/11/2009

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

- Children enjoy good relationships with staff. Therefore, they are keen to learn and settle quickly.
- All children are confident in communicating with the staff and each other. As a result, children's vocabulary is developing well.
- Children are making good progress in their learning and development.
- Leadership and management of the setting are good. They use consistent practices to monitor and ensure that children make good progress.

### It is not yet outstanding because

- Staff currently use colouring in worksheets with the children. As a result, staff do not nurture children's own creative development fully.
- Staff do not take all opportunities to encourage children's early literacy 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 main playrooms and the outdoor play area.
- The inspector spoke with the owner, the manager and staff at appropriate times throughout the inspection.
- The inspector reviewed children's files and observations as well as a selection of policies and procedures.
- The inspector invited the manger to carry out a joint observation.

## Inspector

Rebecca Hurst

## Full report

### Information about the setting

Woldingham Village Nursery Class is a privately owned. It registered in 2001. It operates from two rooms in Woldingham Village Hall in Woldingham, Surrey. An outdoor play area is available. The setting is open from 9.15am until 3.15pm Monday to Friday during term time, with a lunch club each day until 1.15pm. The setting is registered on the Early Years Register. There are currently 57 children in the early years age group on roll. The setting supports children with special educational needs and/or disabilities. There are nine members of staff, including the manager. Six members of staff have relevant childcare qualifications and two staff hold a degree in early years.

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

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

- reduce the use of colouring in worksheets to make sure children's work is individual to them to extend their creativity experiences
- strengthen daily opportunities for all children to develop their literacy and pre-writing skills further by encouraging them to write their name on their work.

### Inspection judgements

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

Children are happy, settled, and arrive eager to learn. They have secure bonds with staff, which builds their self-esteem and confidence. Staff support children's communication skills development well. All children enjoy reading books and readily choose their favourites to read with the staff. During circle time, staff read stories to groups of children. They ask children effective questions about what is happening in the story. This encourages children to think and respond giving their ideas. The older children use descriptive words to describe the story line. All staff are skilled in asking the children about the activities. Children confidently talk about what they are doing.

During some activities, staff do not maximise opportunities to strengthen children's early writing skills. For example, they do not always ask the children to attempt to write their names on their work. In addition, there is a lot of emphasis on the use of colouring in worksheets. This does not fully support children's individuality and does not extend children's creativity development. However, children do enjoy other forms of creative activities. The staff provide a good range of materials such as, recycled boxes and tubes for the children to experiment and make models with. They are learning techniques needed to shape and join the materials they use.

Staff make good assessments of the children's learning and plan effectively to progress the children's learning and development. Staff track the children's progress using the development milestones. The successful tracking means that staff provide extra support for those children requiring additional help. Staff share progress reports and the required progress check for two-year-olds with the parents. This allows them to see the progress their children have made and identifies areas they can support at home. Staff work closely with parents whose children are learning English as an additional language. They gather key words in the children's home language and use these to help children learn English words. Children are making good progress in relation to their starting points and are gaining the skills they will need for their future learning.

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

Children eagerly arrive in the morning ready to start their day and play. Staff provide a good amount of resources that children can independently choose from and they settle-in well. Children have built secure bonds with their key workers. This helps children feel safe and secure. All staff are consistent in their approach to behaviour management. They work closely with parents to promote positive behaviour with the children. Children behave well given their ages and stages of development. Staff praise the children for their work and their sharing and taking turns with their friends. This promotes children's self-esteem and their confidence to learn.

Staff deploy themselves effectively, which means they can interact and extend children's learning and keep them safe. Staff help children learn how to keep safe. For example, they teach children about walking inside and give explanations about the consequences of running. Staff complete regular risk assessments to minimise hazards inside and in the garden area. They practise fire drills to help children to understand what to do in the event of an emergency. This helps the staff to keep the children safe and promotes their well-being.

Following recent review of snack times, the staff use this time to enhance learning further. All children wash their hands before snack and are aware of the importance of good hygiene procedures. Staff encourage them to find their names to register that they have had a snack. This promotes children's early literacy skills. Children are learning about healthy food choices, they choose from bread, cheese and fruit. They serve themselves and pour a drink, which promotes their independence skills. Snack time is a social time, where staff chat to children about the current topic. At the time of the inspection, children were learning about their senses. Staff talked with the children about the taste and smell of the fruit they were eating.

Staff promote children's physical development in the indoor and outdoor environments. The staff organise and resource the outside play area well. Children have opportunities to go out for fresh air daily and to take exercise. There are ride-on-toys that to help children to develop their coordination skills. Children have a positive attitude to being outdoors,

which promotes their understanding of a healthy lifestyle.

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

The management team is committed to driving continual improvements. They have a good understanding and meet the requirements of the Early Years Foundation Stage. They work closely with the staff to assess their practice and to make sure they are implementing the policies and procedures. The manager monitors the risk assessments on a regular basis to make sure staff minimise risks effectively. All staff and volunteers have a secure knowledge of the safeguarding and child protection arrangements. Staff know and follow the safeguarding policies and procedures. Consequently, all staff have a good understanding of their responsibilities to keep children safe from harm.

The owner has robust recruitment procedures and completes relevant checks. This helps check the suitability of staff working with the children. The management team check the staff's ongoing suitability at termly supervision meetings. The management team hold yearly appraisals and termly supervision with staff. This allows them to review staff development and to identify any training needs. Staff attend regular training through the local authority. This helps to enhance their practice and promote children's learning and development. Recent training has included special educational needs co-ordinator training for the newly appointed officer. The officer demonstrates a good knowledge and understanding of how to identify and support children requiring additional help.

Staff work closely with the parents and share information about the progress their children make. Parents express that staff are very helpful and work with them to support the children at home. Staff provide daily feedback and work with parents if they have any concerns about the children's development. Staff work closely with other agencies that are involved in the children's care, consequently there is a consistent approach. Teachers from local schools visit children who will be moving to their classes. Staff share the children's stages of development with the teachers. This provides continuity of care and learning for the children.

The management team works with staff and the parents to make proposed changes to the activities. Staff are involved in all aspects of the planning and the evaluation of the educational programmes. This means they help children make good progress. Staff involve parents by gathering their views. Staff use parents' views to adjust and make changes to practice. For example, more structured sessions are available now to help older children prepare for their move to school. Overall, self-evaluation drives improvements and has a positive impact on outcomes for children.

## 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>	122424
<b>Local authority</b>	Surrey
<b>Inspection number</b>	840404
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Karen Maria Chevreau-Kareliussen
<b>Date of previous inspection</b>	18/11/2009
<b>Telephone number</b>	01883 652085

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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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