

Briars Nursery Cabin

Lightwater Village School, Catena Rise, Lightwater, Surrey, GU18 5RD

Inspection date	15/01/2015
Previous inspection date	06/12/2011

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		1
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 experienced and highly qualified staff and management team have an excellent knowledge of how children learn and develop. As a result of this, children make exceptionally good progress, given their starting points.
- Staff demonstrate highly successful techniques to develop children's language and communication skills, including those who speak English as an additional language.
- Staff build excellent partnerships with parents. They use highly successful strategies to engage them in their child's learning between the nursery and home.
- The key person and buddy system is well established and encourages children to develop strong and trusting relationships.

It is not yet outstanding because

- Staff have been less successful at building their relationships with other schools, to maintain consistency in all children's learning.

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 observed children's activities indoors and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector had a discussion with the manager, staff and some children to obtain their views.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written feedback.
- The inspector scrutinised a range of relevant documentation relating to safeguarding, suitability records, policies and procedures.

Inspector

Helen Porter

Full report

Information about the setting

Briars Cabin Nursery opened in 1997 as a sister nursery to the Briars Centre Nursery in Lightwater; both are managed by the owner. The nursery operates from a portacabin in the grounds of Lightwater Village School. There is an enclosed garden for outdoor play. The school hall and grounds are also available to the nursery. There are currently 35 children on roll. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years old. There are procedures in place to support children who speak English as an additional language. The nursery is open five mornings a week between 8.55am to 1.10pm on Mondays, Tuesdays, Wednesdays and Thursdays and from 8.55am to 12.10pm on Fridays, during term time only. There are nine members of staff in total in the team, with four members of staff present at each session. There are eight members of staff with relevant qualifications in childcare, and professional development is ongoing for all. One member of staff holds Early Years Professional Status.

What the setting needs to do to improve further

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

- strengthen the partnerships with other schools even further, by enhancing the strategies for information sharing to help build consistency in all children's learning.

Inspection judgements

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

Staff offer high quality teaching experiences to children. They have an excellent knowledge of how children learn and develop. The way they incorporate all areas of learning into activities and daily routines for each child is inspiring. Staff devote their full attention to each child. As a result, children become extremely active learners. Staff monitor children's progress precisely and plan towards their future learning steps to help them to make progress in their development. They share children's learning journeys regularly with parents. This excellent partnership helps to successfully continue children's learning. As a result of all of this, children make exceptionally good progress, given their starting points.

Staff demonstrate highly successful techniques to develop children's language and communication skills. They ask questions skilfully and give children time to think and respond with their own thoughts and ideas. They plan excellent games to help children to learn how to pronounce words correctly and build their vocabulary. Staff enhance children's communication skills by surrounding the nursery with photographic labels and other visual aids. This helps children to communicate their needs and includes them in tasks, such as preparing the snack table, by following photographic instructions. In

addition, staff invite parents to read stories to the children in other languages, as well as sharing dual language books and music. This all helps to significantly improve children's communication and language skills, including those who speak English as an additional language.

Staff offer extensive opportunities to promote children's mathematical development. They ask children to weigh different sizes of play dough and divide it into quantities to match the correct number cards. They enhance children's counting skills by encouraging them to use number lines when counting out resources such as cups for snack time. Children build on their knowledge of shapes because staff provide excellent opportunities for them to practise drawing around different shapes and challenge them to paint their own shapes.

Staff build excellent partnerships with parents. They use highly successful strategies to engage them in their child's learning between the nursery and home. For example, they invite parents to the nursery to talk to the children about their cultures and religions. Parents share extensive information on children's learning at home. They state that 'staff are very supportive' and that their children have made 'fantastic progress' since joining the nursery.

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

The key person and buddy system is well established and encourages children to develop strong and trusting relationships. This helps them to develop a sense of belonging in the nursery and feel secure. Children demonstrate good levels of confidence as they move around their environment. The environment is very welcoming and staff display toys and resources clearly at low level, which motivates the children to make choices. Staff promote children's positive behaviour through rewards such as stickers and placing children's photographs on the 'kindness tree' to celebrate when they help each other. This helps to encourage children to behave well and learn to share and take turns as they play together.

Staff have established good links with the onsite school. They meet with teachers and share a two-way flow of information as the children move up. They provide children with regular opportunities to visit the reception class, where they meet their new teacher and other children in the group. This helps children to become familiar with a typical school day and the environment. It also helps children to build relationships with the new teacher before they move up. Staff have been less successful at building similar relationships with other local schools. For example, they do not always manage to organise visits or share progress with new teachers for all children moving on to other schools.

Staff provide plenty of chances for children to take part in activities, which help them to understand how to keep themselves and others safe. For example, they learn about road safety on outings and how to use scissors safely. Children have a clear knowledge of how to stay healthy. They learn about which food choices are healthier than others and staff teach children to be independent during snack and mealtimes. Children spread butter onto their crackers and pour water from a jug into their cup. Children learn about healthy

lifestyles during mealtimes, because staff engage them in conversations about healthy eating and how to look after their bodies. Staff provide plenty of access to the outdoor area where children get lots of fresh air and exercise as they ride around on bikes and lift equipment to hunt for insects.

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

The staff and management demonstrate a good understanding of the safeguarding and welfare requirements. They have a secure understanding of their roles and responsibilities to safeguard children. Staff complete detailed risk assessments on a daily basis before children arrive. This helps them to minimise risks to children in the indoor and outdoor environments. For example, staff noticed a raise in the carpet, which could cause trips, and immediately secured the carpet to make it safe. Staff ask visitors to show identification on arrival and to sign in and out of the visitors' log. They implement robust recruitment and induction procedures to ensure the suitability of all staff. This all helps to provide a safe environment for the children to confidently explore.

The management team fully understands its responsibilities to promote children's learning and development, and does this very well. The staff and management team work together to monitor children's progress. This builds accuracy in their assessments and helps them to identify any gaps in children's achievements. The manager reviews the educational programme regularly in order to drive continual improvement. She supports staff and identifies any training needs effectively through one-to-one meetings. The well-qualified and experienced staff consistently build on their skills and knowledge by attending relevant training and sharing information gained with their colleagues. As a result, staff continue to adapt and improve their practice as a result of the courses they attend. For example, they have strengthened their practice to support children who speak other languages. The management team works in partnership with the local authority quality assurance scheme to evaluate practice and create strong action plans for improvements.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary 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

Unique reference number	119949
Local authority	Surrey
Inspection number	846168
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	35
Name of provider	Teresa Anne Stockham
Date of previous inspection	06/12/2011
Telephone number	01276 65616

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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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