

Drayton House School Nursery

35 Austen Road, Guildford, Surrey, GU1 3NP



Inspection date

19 February 2015

Previous inspection date

19 October 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not share information about children with other settings they attend, to encourage a regular two-way flow of information. This is a breach of the Early Years Foundation Stage requirements and means there is no continuity in learning between the settings, to support children's development.
- The current nappy-changing procedures disrupt babies' play and learning.
- There are few opportunities for children to see print in the outdoor environment, in order for them to strengthen their understanding that print carries meaning.

It has the following strengths

- Children are happy and settle quickly because of the positive relationships staff have with them.
- Staff support children to learn good hygiene routines. Children enjoy healthy snacks and hot meals, which promote their overall good health.
- Partnerships with parents are sound. They share information about children's care and learning needs. This provides continuity for children between the home and the nursery and allows parents to become involved in their child's learning.
- The management carries out appropriate recruitment and vetting procedures to help ensure staff are suitable to work with children.
- Staff promote good behaviour effectively. They praise children at appropriate times and teach them about what they expect from them. Consequently, children's behaviour is good.

What the setting needs to do to improve further

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

- ensure methods are put in place to share information with other settings children attend, to provide continuity in their learning and development
- ensure that staff review the nappy changing procedures in the baby room to reduce disruption to children's play and learning.

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

- extend opportunities for children to see words and symbols in the outdoor environment, to strengthen their understanding that print carries meaning.

Inspection activities

- The inspector had a tour of the setting.
- The inspector spoke to staff, children and parents to gain their views.
- The inspector carried out a joint observation with the provider.
- The inspector examined a selection of policies and documents.
- The inspector discussed the setting's self-evaluation process with the provider.

Inspector

Alison Southard

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff plan interesting activities that encompass all areas of learning. This helps children of all ages to make suitable progress in their learning and development. Children take part in adult-led activities and those they freely choose for themselves. However, at times, staff disrupt the younger children's play and learning, by taking them away from the room to change their nappies. The indoor environment is rich in print, and babies and older children enjoy sharing stories with staff. A range of activities help children to develop their reading and writing skills in readiness for school. However, there are few opportunities outside for children to see words and symbols to strengthen their understanding that print carries meaning. Staff place a strong focus on developing children's communication skills. They use a variety of strategies to help babies and older children, such as through visual clues. This allows children, including those who are learning English and those with additional needs, to build on their initial skills and abilities. Staff celebrate different festivals to help children learn about diversity and the world around them.

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

Children enjoy their time at the nursery and form positive relationships with their key persons. Children develop a good sense of belonging as staff display their achievements with pride. This enhances children's self-esteem. Children learn about how to keep themselves safe through practising regular evacuation drills. Staff provide opportunities for children to develop their independence and self-care skills effectively. For example, they encourage even the youngest children to put on their coats and shoes. Children benefit from regular fresh air and exercise daily, which aids their physical development. Staff support children's good health and well-being through effective hygiene practices and healthy, well-balanced snacks and meals. Children eat meals together at the table, or in high chairs, which develops their social skills and friendships, in readiness for the next stage in their learning.

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

The management generally has a suitable understanding of their responsibility to meet the Early Years Foundation Stage requirements. However, they do not ensure staff share information with other settings children attend. This compromises the ability to ensure continuity in children's learning and care between settings. Nevertheless, the monitoring of children's learning and development within the nursery is sound. Staff demonstrate an appropriate awareness of the procedures to follow if they have concerns about a child. They carry out daily risk assessments to safeguard children in their care. The management provides ongoing training and supervision for staff. This helps to ensure they have the knowledge and skills to carry out their roles and responsibilities confidently.

Setting details

Unique reference number	EY288379
Local authority	Surrey
Inspection number	833722
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	65
Number of children on roll	69
Name of provider	Jennifer Tyson-Jones
Date of previous inspection	19 October 2010
Telephone number	01483 504 707

Drayton House School Nursery registered in 2004. It operates from a Victorian House in Guildford, Surrey. The nursery opens five days a week, 51 weeks a year excluding Christmas and Bank Holidays, between the hours of 8am and 6pm. Eighteen members of staff work with the children. Seventeen hold relevant early years qualifications, or are qualified teachers.

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.

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