

Weydown Nursery School

Our Lady of Lourdes Church Hall, Derby Road, HASLEMERE, Surrey, GU27 1BS



Inspection date

23 March 2015

Previous inspection date

2 February 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		Requires improvement	3
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:

- The quality of teaching is inconsistent. Some staff observations of children do not give an accurate assessment of their learning and development. This does not help staff to plan for children's individual needs effectively. In addition, some progress checks for two-year-olds do not reliably indicate where additional early support may be needed.
- Arrangements to monitor the quality of teaching are not rigorous enough to highlight inconsistent practice.
- Staff do not fully understand how to support children with English as an additional language, to help them make good progress.
- Some staff do not have a clear understanding of how to extend children's learning through their self-chosen activities. Consequently, there are few opportunities for some children to learn through their own experiences.

It has the following strengths

- Staff have a secure understanding of child protection and the procedures to follow if they have any concerns about a child in their care. Consequently, children are safeguarded.
- Children have plenty of space to play and explore with a variety of resources inside and outside, which promotes their physical development well.

What the setting needs to do to improve further

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

- make better use of assessment, including some progress checks for two-year-olds, to accurately identify children's abilities and plan for their learning and development
- improve the teaching in communication and language for children who are learning English as additional language
- improve learning experiences for children in child-led activities to extend their learning, through their interests and abilities.

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

- improve monitoring of staff practice and the quality of teaching to achieve a consistent approach to helping children make good progress.

Inspection activities

- The inspector observed activities inside and in the outside play space.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children records, planning documentation, evidence of the suitability of staff and a range of other documentation, including policies and procedures.
- The inspector spoke to staff and children during the inspection

Inspector

Tara Naylor

Inspection findings

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

Staff provide a bright, stimulating and engaging environment. Resources support all areas of learning, both indoors and outside. Children have access to a variety of toys and resources that they are able to independently access, which motivate them in their play. However, some staff do not always follow children's interests in their play and sometimes direct them to other activities. Consequently, opportunities to extend children's learning through their self-chosen activities are missed. Children enjoy learning about cultural festivals. For example, they enjoy making Easter cards and staff teach children how to write their names, this support children's literacy skills effectively. Staff observe children regularly, however, while some staff use their observations and assessment of children's play to identify specific areas of development, others do not. As a result, some children, including those who are learning English as an additional language, do not make good progress in their learning and development.

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

The key-person system supports developing partnerships with parents. Children settle happily into the nursery. Staff use routines, such as snack time, to help children learn self-care skills. Children choose their own fruit and staff teach them how to pour their own drinks. This encourages children in building self-esteem and confidence in their own abilities, and prepares them for their next stage in learning, such as school. However, although staff have gathered words in children's home languages, they do not use them to promote children's acquisition of English. Children have limited opportunities to hear or use their home language as they play. Children enjoy playing in the outside area. They develop confidence in their physical skills as they push themselves along on trikes. Staff encourage children to play safely.

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

Staff are well qualified, although the quality of teaching and assessment is inconsistent. Staff help older children to use simple educational programmes on the computer following training in information, communication technology. Staff implement policies and procedures that support children's health, safety and well-being. The leaders and staff use self-evaluation that identifies some areas of improvement. However, monitoring and tracking of children's progress is inconsistent, including the accuracy of progress checks for two-year-old children. The monitoring of staff is not strong enough and has not identified and addressed the weaknesses in teaching. As result, some individual children, and groups of children do not make good progress in some areas.

Setting details

Unique reference number	EY267012
Local authority	Surrey
Inspection number	833290
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	34
Name of provider	Clare Louise Hitchmough
Date of previous inspection	2 February 2010
Telephone number	01428 654677

Weydown Nursery School has been under the current ownership since 2003. It operates from Our Lady of Lourdes Church Hall in Haslemere. The setting is open five days a week during school term times. Sessions are held from 9am until 12pm, Monday to Friday. These extend to 3pm on Monday, Tuesday, and Thursday for children who receive nursery education funding. The nursery employs eight members of staff. Of these, three hold appropriate early years qualifications, equivalent to a Level 3 and two members of staff have Qualified Teacher Status.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

