

Pirbright Day Nursery

Pirbright County Primary School, School Lane, Pirbright, Woking, Surrey, GU24 0JN



Inspection date

20 July 2015

Previous inspection date

23 March 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
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:

- Staff do not consistently keep an accurate record of children's attendance, as required.
- Managers do not have effective arrangements to monitor the security of the front door when sessions do not run to schedule.
- Staff do not always effectively organise group activities to match the needs and abilities of the all children. As a result, children do not always remain focused and fully engaged.

It has the following strengths

- Staff use accurate assessments and observations of the children to identify their next steps in learning. As a result, children make good progress in their development.
- Staff develop effective relationships with parents and external agencies. This ensures they share important information to provide continuity in care and learning. Parents are positive about the care and learning their children receive.
- Children behave well. They are patient, take turns and amicably share resources as they play.
- Staff focus on developing children's communication and language skills. They provide a running commentary as children engage in play. As a result, children are confident communicators.
- Staff regularly refresh their safeguarding training and are clear about the procedures to follow should they have any concerns about the welfare of any child.
- The manager undertakes some useful self-evaluation. She listens to the views of parents and children, and works closely with the staff team to evaluate the provision.

What the setting needs to do to improve further

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

- ensure staff consistently keep an accurate record of children's attendance
- improve security to ensure the entrance to the setting is adequately monitored at all times, including when sessions do not run to schedule.

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

- improve the organisation of group activities to consistently take into consideration children's differing ages and abilities, to support them all to engage and participate.

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

- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register only)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (voluntary part of the Childcare Register only)

Inspection activities

- The inspector took part in a joint observation and had a tour of the nursery with the manager.
- The inspector held discussions with the manager.
- The inspector talked with some children, staff and parents, and took account of their views.
- The inspector observed children and staff engaged in activities.
- The inspector looked at a range of documents, including some policies and procedures, risk assessments and records for children and staff.

Inspector
Jane Franks

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is good overall. Staff understand how children learn and provide a broad range of learning opportunities. Most activities successfully follow children's interests. As a result, all children make good progress, given their starting points. This prepares them well for school. Staff extend children's mathematical skills during everyday activities. For example, they encourage them to compare and contrast the towers they have built. Consequently, children learn an understanding of size. Children have many opportunities to make marks and use a variety of writing equipment. They thoroughly enjoy water play and develop their muscles as they paint different surfaces outside. Staff provide parents with ideas to help them support children's learning at home and encourage them to share information about their children's progress. They regularly inform parents about children's activities through written information and daily discussions.

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

Children form secure and meaningful relationships with their key person. When children arrive at the beginning of the day, staff welcome them with genuine affection. As a result, children settle quickly and develop high levels of confidence and self-esteem. Staff promote children's good health well. Children take part in regular exercise, have daily opportunities for fresh air and thoroughly enjoy their outdoor learning environment. They explore the feel of the dirt in the mud kitchen and investigate changing textures as they add water into their play. Staff provide children with nutritious meals, snacks and access to water throughout the day. Staff supervise children well as they play. However, the weaknesses in some elements of the security arrangements means that staff do not always model good safety awareness to children.

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

Managers do not ensure they consistently meet all of the legal requirements of the Early Years Foundation Stage. On the day of the inspection, children's safety was compromised because, staff failed to keep an accurate record of their attendance. The security of the setting was also not sufficiently robust. This is also a breach of the Childcare Register. The manager regularly observes staff and checks the quality of teaching and learning. Staff attend regular training and observe each other so that they can further build on their practice. For example, staff have attended training on information technology to improve teaching in this area. The manager checks the progress of groups of children and, as a result, the staff team acts quickly to address any emerging gaps in the educational programme. As a result, all children make good progress. Staff work closely with other professionals to support children who require specialist support.

Setting details

Unique reference number	EY295026
Local authority	Surrey
Inspection number	826997
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	48
Name of provider	Pirbright Day Nursery Ltd.
Date of previous inspection	23 March 2012
Telephone number	01483 797554

Pirbright Day Nursery registered in 2004. It operates at Pirbright Primary School in the village of Pirbright, near Woking in Surrey. The nursery is open Monday to Friday all year round, excluding Christmas and Bank Holidays, from 8am until 6pm. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The out-of-school club operates Monday to Friday during school term times only. Sessions are from 8am to 9am and 3pm to 6pm. Nine permanent members of staff work with the children, including those who run the after school club. Eight members of the nursery staff have a recognised early years qualification from level 3 to level 6.

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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