

Diggers Forest School Nursery

South Gardens, South Harting, GU31 5QJ



Inspection date	21 April 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff provide children with exciting learning experiences. The quality of teaching is good. Children are making particularly good progress in their language and communication and social skills.
- Children are highly motivated to explore and find things out. They show a sustained interest and concentration during activities. All children, including those with specific needs, make good progress.
- Partnerships with parents are good. Staff keeps them fully informed and involved in their children's learning and development.
- The provider and staff are exceptionally vigilant of children's safety and ensure the provision is suitable and safe for children.
- Staff are exceptional role models. They skilfully teach children to respect each other and their environment.

It is not yet outstanding because:

- The provider is yet to embed the self-evaluation process fully, and it is still in its infancy and developing.
- Staff do not always use their assessments to identify further learning challenges, to allow children to make even greater progress in all areas of learning.

What the setting needs to do to improve further

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

- continue to embed self-evaluation, to enhance further the already good practice and to identify areas for further development
- develop further the use of assessments, in particular to monitor children's rates of progress more sharply, to enhance their learning to an even higher level.

Inspection activities

- The inspector observed the interactions between the staff and children.
- The inspector looked at a sample of the nursery's policies and procedures.
- The inspector spoke to a selection of parents during the inspection to gather their views.
- The inspector spoke to staff at appropriate times during the day.

Inspector

Ingrid Howell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The staff are clear on the procedures to follow in the event of any concerns about children's safety and welfare. The provider undertakes detailed risk assessments to identify and minimise hazards. Staff are vigilant, and keep children safe and secure, such as when using the forest school. The provider robustly monitors all required records, such as those relating to accidents and injuries, to enable him to identify and reduce any risks to children. Parents speak highly about the nursery and what fun their children have. Parents are kept well informed of their children's progress, such as through daily verbal communication. The provider and staff work well together to create an effective and well-organised environment. They generally reflect on practice and consider the views of others, such as parents, to improve the quality of the nursery.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how young children learn. They take into account children's interests and provide opportunities for them to engage in their chosen activities. Children enjoy being creative and imaginative during play, and they actively explore and investigate their environment, particularly the outdoors. Children engage enthusiastically in activities and talk confidently about what they are doing. Staff listen to them and value what they say; for example, they skilfully ask questions to extend children's ideas. Staff encourage parents to enhance their children's learning at home. For example, staff share ideas about baking cakes at home to fundraise and to promote the use of early mathematics.

Personal development, behaviour and welfare are outstanding

Staff are highly effective in supporting children's personal care and prioritising their welfare needs. They create an extremely warm and welcoming environment, and effectively promote children's good health. Children learn about different healthy foods and snacks. For example, they learn how to grow their own vegetables, bake bread and benefit from nutritional meals, such as those made from their own freshly grown produce. Children's behaviour is excellent. They are always polite and friendly, and take turns to share resources, while interacting positively with other children and staff. Staff teach children how to stay safe, such as when visiting the forest school. Children clearly relish from attending the nursery, and strongly benefit from the consistent praise they receive from staff for their ongoing achievements, efforts and ideas.

Outcomes for children are good

Children show high levels of confidence and self-esteem. They show positive attitudes to others and learn a variety of skills, including exploring books to enhance further their early literacy development. They are gaining the necessary skills for their move on to school.

Setting details

Unique reference number	EY491076
Local authority	West Sussex
Inspection number	1022815
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	22
Number of children on roll	31
Name of provider	Diggers Club Ltd
Date of previous inspection	Not applicable
Telephone number	01730825622 01730 826711

Diggers Nursery registered in 2015. The nursery is located in South Harting village, near Petersfield, Hampshire. The nursery is open Monday to Friday, from 8am to 5.30pm, all year round, with the exception of Wednesdays when the nursery closes at 4pm. The provider employs four staff, three of whom are appropriately qualified at level 3. The provider is in receipt of funding to provide free early education for children aged three and four years.

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