

# The Bell House Nursery

Bell House, Moss Lane, GODALMING, Surrey, GU7 1EF



<b>Inspection date</b>	5 October 2017
Previous inspection date	11 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Reflection is an integral part of everyday practice. Management involves staff, parents, children and others to contribute their views. This demonstrates management's strong commitment to review the impact and outcome of their teaching practice.
- Management monitors staff's observations and assessments, and how skilfully staff use them to help shape the learning experiences for children. Staff support children to direct their own play and style of learning to achieve excellent learning outcomes. Children make exceptional progress in their learning.
- Staff make excellent use of information collated and evaluate to ensure all groups of children achieve extremely well given their starting points. Staff give exceptional focus to supporting children's communication and language and their mathematical development.
- Children behave extremely well. Staff are excellent role models and use highly effective approaches to teach children how to be kind and considerate of each other. They consistently praise and thank children for their efforts, developing a culture of mutual respect. Children show a great sense of belonging.
- Staff build exceptional partnerships with parents and other early years professionals. Support for children who have special educational needs and/or disabilities is excellent. All parents receive detailed information about their children's progress. They contribute well to staff's assessments and share their children's special moments and photographs from home to provide continuity in 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 build on staff's excellent knowledge of how children learn, to enrich children's experiences further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's care and learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection and held meetings with the manager and provider.
- The inspector carried out joint observations with the manager and provider.
- The inspector sampled a range of documents, including children's development records and care needs, staff records of suitability and qualifications, and safeguarding procedures.
- The inspector spoke to a parent during the inspection and took into account the views of other parents from their written feedback.

### Inspector

Janet Thouless

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff have an extremely secure knowledge of what to do should they have any concerns about a child or family. Management implements rigorous recruitment procedures to make sure staff are suitable to work with children. The manager is a highly experienced leader. She leads staff extremely well and provides them with excellent support to maintain a high quality of teaching. Staff understand their roles and responsibilities and work well as a team to promote excellent outcomes for children. Training has enabled staff to improve significantly the provision for two-year-olds and to support the older and most able children's early reading and writing skills. Management knows to continue to develop staff's already excellent knowledge and skills, to enrich children's experiences even further.

### Quality of teaching, learning and assessment is outstanding

Staff are extremely successful in increasing children's sense of curiosity in the activities they provide. For example, children become fascinated as they explore the changes happening when mixing colourful paint, glitter, flour and water together. Staff extend children's learning well by encouraging children to describe the changing appearance of the mixture. Children are highly motivated and keen to investigate all that is on offer. For example, younger children are captivated as they use an excellent range of sensory objects and enjoy transporting them around the outdoor environment. Staff introduce early mathematics highly successfully into children's learning. For instance, children solve problems, predicting if objects are light or heavy and whether they might float or sink.

### Personal development, behaviour and welfare are outstanding

Staff know children extremely well and encourage them to develop confidence and self-esteem. Staff gather detailed information from parents when children first attend, and each time they change rooms, to promote consistency in care. The baby room has a calm and soothing atmosphere. Staff speak gently to babies, providing reassurance and highly sensitive support. The well-planned and well-resourced rooms and outdoor area create inspiring and challenging learning environments. Children show impressive skills when tackling physical challenges and managing risks, such as negotiating a climbing frame. Staff reinforce children's understanding of boundaries, such as setting out cones which indicate to children that it is not safe to use the climbing frame until an adult is present. Staff help to promote healthy lifestyles, such as through thought-provoking discussions with children at snack and mealtimes. Stringent routines support children who have food allergies.

### Outcomes for children are outstanding

Children are highly active, independent learners who communicate extremely well. They become confident talkers. Babies babble and laugh, such as when the 'monkeys' tickle them. Toddlers enjoy songs and action rhymes and are interested in books and stories. Older children extend their imagination, acting out their own stories in the role-play area. Children develop exceptional skills for their future learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	EY445043
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1062585
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	96
<b>Number of children on roll</b>	130
<b>Name of registered person</b>	Bell House Nursery Limited
<b>Registered person unique reference number</b>	RP904376
<b>Date of previous inspection</b>	11 September 2013
<b>Telephone number</b>	01483 425138

The Bell House Nursery registered in 2012 and is privately owned. It operates from a building in Godalming, Surrey. It opens from 7am to 6.30pm, Monday to Friday, all year round. Children are able to attend for a variety of sessions or full-day care. The provider receives funding to provide free early education for children aged two, three and four years. The nursery supports children who have special educational needs and/or disabilities and those who are learning English as an additional language. A total of 34 staff work directly with the children. Of these, one holds early years professional status, three are qualified to degree level, and 18 other staff hold relevant qualifications at level 2 or level 3.

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