

# Thorpe Nursery Preschool Ltd



Manor Farm House, Coldharbour Lane, Thorpe, Surrey, TW20 8TE

**Inspection date** 10 January 2018  
Previous inspection date 1 July 2014

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

## Summary of key findings for parents

### This provision is good

- Parents are encouraged to leave their children for short periods to help settle them into the nursery. Staff plan with parents how long to leave the children to help make their transition to nursery as smooth as possible.
- The well-qualified and experienced team of staff skilfully adapts the activities it has planned so that each child is suitably challenged to help support their good progress. For example, while some children count the number of spoons of powder paint they use to mix paint, other children work out how they can make the paint thicker.
- The manager effectively monitors the progress that different groups of children make. This helps to ensure that any initial gaps in learning are quickly addressed and closed.
- The friendly and approachable staff make parents and children feel welcome in the nursery. Children proudly show different members of staff their art creations before they take them home.
- Each key person finds out children's interests and what children know when they first attend the nursery. This helps them support children's learning right from the start.

### It is not yet outstanding because:

- Staff do not regularly gather information from parents about what and how children continue to learn and develop at home to help inform planning and teaching.
- Staff do not always provide sufficiently quiet and comfortable areas inside the nursery for children to rest and relax when they need to.

## What the setting needs to do to improve further

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

- explore different ways to gather ongoing information from all parents about their children's learning and development at home
- provide children with quiet and comfortable spaces to relax and rest inside the nursery.

### Inspection activities

- The inspector observed activities inside the nursery and in the garden. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector held meetings with the provider and manager.
- The inspector carried out a joint observation with the manager
- The inspector checked evidence of the suitability of staff working with children. She looked at a variety of documents, including children's assessments and progress information.
- The inspector took the views of parents spoken to on the day and those recorded in emails and questionnaires into consideration.

### Inspector

Katrina Rodden

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Providers ensure that staff are suitable for the roles in which they are employed. Staff know how to report any concerns they may have about children's well-being. This helps to keep children safe. The manager monitors staff performance and identifies training and development opportunities for them. This helps maintain the quality of care and education provided. Providers and the manager strive to continually improve the nursery. They ask for feedback from parents and involve staff in their evaluation of the provision. The manager has established strong, trusting relationships with different groups within the local community and with external professionals and agencies. She welcomes their expertise to help support children's continued learning, development and well-being.

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

Teaching is good. Staff encourage children to find solutions to problems and to think about what might happen next while they experiment and explore. This helps to encourage children to develop their thinking and reasoning skills. Staff use their observations of children to help identify the next steps in learning. They plan activities that add challenge and stimulate children. Staff encourage children to make marks with pens and pencils while they play in a café area. Children imagine they are writing down orders. They listen to their friends and negotiate who will be the next customer. Children who have special educational needs (SEN) and/or disabilities are effectively supported. Staff share ideas with parents to continue to use consistent messages and ways to teach children at home. This helps children master new skills and concepts.

### Personal development, behaviour and welfare are good

Children behave well in nursery. Staff are positive role models and help children find solutions to minor conflicts. For example, children use sand timers to help them remember when it is time to let others have a turn. Children are encouraged to try different fruit and nutritious food at snack time. Staff talk to them about the food they eat. Children know why it is important to wash their hands, helping them to establish good hygiene routines. They learn how to care for other creatures. For example, they help staff feed chickens and the guinea pigs that live at nursery. Children enjoy regular music sessions. They move their bodies in time to the songs and rhymes and begin to strengthen their muscles while they attempt to balance on one leg. This helps to support their physical development.

### Outcomes for children are good

Children are motivated and enthusiastic learners. They are happy to have a go at trying new activities and demonstrate their curiosity by asking the staff questions about what they see and do. Children develop skills they will need in their next stage in learning. They form the letters in their names, understand that numbers can be related to quantity and carry out self-care tasks, such as putting on wellington boots and coats themselves. When the time comes, children are ready to go to school.

## Setting details

<b>Unique reference number</b>	EY409031
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1071271
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Thorpe Nursery Preschool Ltd
<b>Registered person unique reference number</b>	RP902889
<b>Date of previous inspection</b>	1 July 2014
<b>Telephone number</b>	01932 569 592

Thorpe Nursery Preschool Ltd registered in 2010 but originally registered at other premises in 1969. The nursery is open each weekday from 8.30am to 3.30pm during term time only and employs eight members of childcare staff. All staff hold appropriate early years qualifications; one at level 2, four at level 3 and three at level 6, of whom two hold early years professional status and one holds early years teacher status.

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