

Pirbright Day Nursery

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



Inspection date	23 April 2019
Previous inspection date	7 July 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- The management team and staff are enthusiastic and hard-working. Key-person relationships are highly effective and the staff know the children and their families extremely well.
- The manager has a clear understanding of what the nursery does well and also identifies ways to continue improving outcomes for children. For example, staff have now developed an inviting and rich learning environment for children that encourages their curiosity. Children relish the exciting range of resources on offer for them.
- Children thrive exceptionally well in their environment. They enthusiastically talk about their feelings and the activities they enjoy. Children's behaviour is impeccable. They are especially kind, considerate and caring towards each other.
- Partnerships with parents, other providers and external agencies are effective. A wide range of information is shared, which helps enable staff to meet children's individual needs successfully.
- The staff follow robust procedures that prioritise the safety and well-being of children. They support children in learning how to keep themselves healthy and safe. Children demonstrate this as they discuss with their friends the importance of handwashing and how germs can be spread by coughing and sneezing.
- Staff monitor children's development through regular observations and assessments of their progress. They use this information to help plan effectively for each child's next steps in learning. All children make good progress from their starting points.
- Staff do not consistently give children time to talk and respond to questions, to help extend their good communication and language development further.
- Staff sometimes overlook opportunities to extend children's thinking skills to higher levels and enable the children to explore and experiment for themselves.

What the setting needs to do to improve further

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

- develop further staff's understanding of how questioning can be used to develop children's language and communication skills
- maximise opportunities to consistently challenge all children to further enhance their problem-solving skills.

Inspection activities

- The inspector observed different activities, including outdoor learning, and assessed the impact on children's learning.
- The inspector undertook a joint observation with a manager.
- The inspector held a meeting with the management team.
- The inspector looked at a selection of policies, children's records and documents relating to the suitability of staff. She discussed self-evaluation with the management team.
- The inspector talked to staff, children and parents to gather their views.

Inspector

Sarah Richards

Inspection findings

Effectiveness of leadership and management is good

The manager is conscientious and well organised. She shows a commitment to supporting staff in their roles and she reviews their practice regularly. Staff access training opportunities to help to extend their knowledge and acquire new skills in order to improve outcomes for children. For example, recent training has supported staff in how to promote children's emotional well-being effectively. Regular support meetings provide opportunities for staff training and to discuss ideas and share good practice. Procedures for staff recruitment, selection, induction and vetting meet requirements and ensure that children are safeguarded. All staff undertake safeguarding training and demonstrate a secure knowledge of the procedures to follow in the event of a welfare concern about a child. Safeguarding is effective.

Quality of teaching, learning and assessment is good

Children enjoy developing their mathematical skills during focused activities. For instance, children delight as they carefully follow a recipe to make scones. They count and measure ingredients with skill and enjoy mixing and stirring the dough. Staff are skilled at providing children with a variety of hands-on sensory experiences. For example, children giggle as they use a pestle and mortar to crush fresh herbs and spices. They use good language and communication skills to describe what they can smell and feel. Staff plan exciting activities that motivate children to learn about the world around them. For example, they organise a 'bug hunt' in the outdoor area, where the children enjoy using magnifying glasses to closely observe the mini-beasts they have found.

Personal development, behaviour and welfare are outstanding

Children are very settled and extremely happy at the nursery. Staff are excellent role models for children. Children's social and emotional development are given the highest priority. All children quickly form very strong attachments to staff. Effective partnerships ensure that parents are fully supported in their child's development. For example, staff provide parents with excellent information and guidance when their child is ready for toilet training. Staff have created an ethos and inclusive environment in which diversity is valued and celebrated. Children benefit by learning about a wide range of places and people outside the nursery. This helps them develop high levels of understanding about the world around them. Children have an excellent range of opportunities to learn outdoors, to explore nature and to enjoy exercise and fresh air.

Outcomes for children are good

Children are extremely confident, highly independent and very keen learners. These skills help children to confidently move on to their next stage of learning. They develop extremely good self-care skills. Children demonstrate this as they carefully cut their fruit and pour their drinks during snack time. Children are interested in making marks as part of their developing early writing skills. This is illustrated when children use different tools and water to make marks on a variety of surfaces outdoors. They show increasing control and develop good coordination and physical skills. They ride bicycles, negotiating obstacles and spaces effectively.

Setting details

Unique reference number	EY295026
Local authority	Surrey
Inspection number	10073455
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	53
Number of children on roll	33
Name of registered person	Pirbright Day Nursery Limited
Registered person unique reference number	RP525072
Date of previous inspection	7 July 2016
Telephone number	01493 797553

Pirbright Day Nursery registered in 2004. It operates at Pirbright Primary School in the village of Pirbright, near Woking, Surrey. The nursery is open Monday to Friday from 8am until 6pm, all year round, excluding Christmas and bank holidays. The nursery receives funding to provide free early education for children age two, three and four years. Six staff work with the children. Five staff hold an early years qualification at level 3, and one holds an early years qualification at level 6.

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