

The Village Nursery School



The Sanctuary, Octagon Road, Whiteley Village, Walton On Thames, Surrey KT12 4EE

Inspection date	8 May 2019
Previous inspection date	23 May 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The manager does not fulfil her responsibility to review staff's ongoing suitability and ability to care for children. This compromises children's safety and welfare.
- The manager does not consistently use monitoring and staff supervisions to provide effective coaching to ensure staff receive targeted guidance to raise the quality of teaching.
- The manager does not review and evaluate effectively the progress groups of children make, to help identify and quickly address any gaps in their learning or areas for improvement within the provision.
- Staff do not make the most out of opportunities that arise during routine times of the day to further extend children's learning.

It has the following strengths

- Children are happy and settle quickly when they arrive. They have secure relationships with staff and enjoy their time at the setting.
- The manager and staff have built effective partnerships with parents. Since their last inspection, they have developed systems to share information about children's development. This has had a positive impact on the amount of information that parents share about their children's learning at home.
- Children have exciting opportunities to learn in the outdoors. They enjoy daily sessions in the woods where they learn about nature, play games and go on bug hunts.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that there are rigorous and effective systems in place to monitor the ongoing suitability of staff who have contact with children	07/06/2019
implement effective arrangements for the supervision and support of staff to raise the quality of teaching to a consistently good standard.	07/06/2019

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

- develop further systems for monitoring groups of children's progress, to help identify any gaps in their learning
- develop staff's awareness of using routine times of the day to further enhance children's learning opportunities.

Inspection activities

- The inspector observed staff's interactions with children and assessed their quality of teaching.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector took part in a joint observation with the manager.
- The inspector viewed some of the children's development records, written assessments and tracking documents.
- The inspector spoke to some parents and viewed a range of written feedback to gain their opinions.

Inspector

Hannah Barter

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The manager has failed to review staff's ongoing suitability or ability to care for children. This compromises children's welfare and is a breach of requirements. Despite this, staff have a sound knowledge and understanding of their role in keeping children safe. They describe the procedures they would follow and how to report their concerns if necessary. The manager does not provide effective support or coaching for her staff. She does not provide opportunities to discuss their practice or identify further training to develop their teaching skills. This means that the quality of teaching is not consistently good enough. The manager and staff have effective relationships with other settings that children attend and other professionals who support children's learning. They share children's assessments with them and discuss strategies to support children's ongoing development. This helps provide a consistent approach to their learning. The manager monitors individual children's learning regularly and discusses their next steps with staff during the sessions. However, the system for monitoring groups of children's progress is not fully developed. This means the planning of the provision is not entirely effective in being able to robustly meet children's learning needs.

Quality of teaching, learning and assessment requires improvement

Due to the weaknesses in leadership and management, the quality of teaching is inconsistent. Staff support some activities adequately, but they do not offer meaningful play and learning opportunities to all children. This means that the children who choose not to take part in adult-led activities do not have their learning supported or extended to a consistently good standard. Some children have opportunities to test out their mathematical skills. For example, they match the correct amount of dots on ladybirds to printed cards. Children enjoy taking part in craft activities. They use their small physical skills to select items such as feathers and sequins to place on their paper. Children state, 'this is so much fun, I love doing sticking!' However, at times, staff miss opportunities during routine times of the day to further extend children's learning. For example, during snack and meal times, staff supervise children well but their interactions are basic.

Personal development, behaviour and welfare are inadequate

Children's welfare is compromised due to the weaknesses in leadership and management. However, children behave well and have a good understanding of what staff expect from them. They have secure social skills and know that they have to take turns with their friends. Children are kind and considerate. They share resources during play and include each other in their games. On the very odd occasion that children need a gentle reminder of how to behave, staff speak to them about what they have done and how they think it makes others feel. This encourages children to explore their feelings and understand about consequences. Staff make good use of the local surroundings to enhance children's knowledge and understanding of the world. For example, children visit the local care home and spend time with the elderly residents. In addition, they take part in the village fair and visit the local shop and post office.

Outcomes for children require improvement

All children, including those who speak English as an additional language and those with special educational needs and/or disabilities, are making at least typical progress. Children are developing good problem-solving skills and work with others when discussing possible ideas during play. They are independent and are able to take care of their personal care needs. For example, they use the toilet, wash their hands and put their coats on.

Setting details

Unique reference number	EY482422
Local authority	Surrey
Inspection number	10076302
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	38
Number of children on roll	60
Name of registered person	Ingham, Dianne Elizabeth
Registered person unique reference number	RP511994
Date of previous inspection	23 May 2016
Telephone number	01932 825806

The Village Nursery School originally registered in 2003 and re-registered in new premises in 2014. It operates from a church hall located in the grounds of Whiteley village. The setting operates from 8.30am to 3.15pm on Monday to Friday. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs 11 members of staff who regularly work with the children. Seven members of staff have relevant childcare qualifications, including two who are qualified teachers.

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