

Cranleigh Nursery School

Fair View, Guildford Road, Cranleigh, Surrey GU6 8PF



Inspection date	3 July 2019
Previous inspection date	6 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 new manager is well qualified and has high aspirations. She is committed to the ongoing development of the nursery. She regularly evaluates her provision and has developed a clear action plan to raise the quality of care and learning even further.
- Children's personalities shine. They have a superb sense of humour and demonstrate that they have a strong sense of belonging. For instance, they place construction toys on their fingers and wiggle their hands as they tell friends that they 'don't know what happened to their fingers'.
- The staff know their children well. They ensure that their ideas are carefully listened to and well respected. They have a good understanding of children's interests and this helps them to plan appropriate next steps for their learning.
- Children make good progress from their starting points. They acquire the skills and knowledge to support the next steps in their learning and the eventual move to school.
- Children's behaviour is excellent. They listen attentively, follow instructions with eagerness and are kind and respectful.
- Children develop an excellent understanding of the world around them. They talk about the elements of nature with high levels of confidence. For instance, they describe which trees pine cones and acorns come from and which animals eat them. They enthusiastically talk about the textures of the cases of conkers and acorns.
- Parent partnerships are effective. Parent feedback is highly complimentary. They comment on the good communication that they receive from the staff and how happy their children are in their care.
- Systems to assess and monitor children's progress are still being embedded, though staff are able to confidently discuss children's progress.
- All staff receive regular supervision. However, arrangements for their continuous professional development are not sharply focused on raising the quality of teaching and learning to the highest levels.

What the setting needs to do to improve further

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

- strengthen the arrangements for monitoring children's progress, to precisely identify any less obvious gaps in their development to ensure that all children can achieve the very best outcomes
- strengthen the arrangements for staff's continued professional development to enhance the overall quality of teaching and learning to a higher level.

Inspection activities

- The inspector observed the quality of teaching and the impact that this has on children's learning, indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector spoke with parents and took account of their views.
- The inspector met with the managers to look at a range of documentation, including policies, staff records, self-evaluation, recruitment and training and safeguarding procedures.

Inspector

Nicola Edwards

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff know the signs and symptoms that indicate a child may be at risk of abuse, neglect or being drawn into extreme behaviours or ideas. They know the steps they must take to report a concern about a child's safety or welfare. Systems for recruitment, induction and supervision are secure. Staff have a good understanding of the policies and procedures that underpin their practice. The manager is committed to ensuring that she maintains good communication with parents. Staff regularly share information with parents about their children's development. The team plans a wide range of events for parents to attend at the nursery, such as family picnics and drop-in sessions for parents to share their children's learning.

Quality of teaching, learning and assessment is good

Children have access to a well-resourced and stimulating environment. Staff are nurturing in their interactions and respond positively to children's thoughts and ideas. This contributes to children's high levels of self-esteem and confidence. Staff develop children's enjoyment of music and movement particularly well. For instance, children delight in singing their favourite songs together and eagerly complete the actions. They move their bodies with confidence and enthusiasm and talk about the songs being 'fun' and 'really fast!'. Staff promote mathematics skills well. For example, children confidently recall numbers in order and staff successfully extend their learning by encouraging them to 'add one'. Children develop strong physical skills in the extremely well-resourced outdoor areas. Some roll hula hoops with good control before running to catch them, others confidently climb large apparatus as they declare that they are 'going into space'.

Personal development, behaviour and welfare are outstanding

Children's well-being is given the highest priority. Well thought out settling-in arrangements support children to develop a strong sense of security and meet their emotional needs superbly. Children are visibly happy and arrive enthusiastically, eager to greet their friends. Children's social skills are exceptional. They play beautifully together, enthusiastically take turns and share incredibly well. For instance, when playing games with their counting bears, they discuss whose turn it is to spin the wheel before identifying which bears match the colours. They hold up the bears and discuss that they are 'happy' because 'they are smiling'. Children have excellent opportunities to learn about one another's similarities and differences. Staff encourage children to challenge stereotypes extremely well. For instance, children enjoy visits from different professionals, such as a female pilot, to learn about jobs that they can do when they are older.

Outcomes for children are good

Children develop strong literacy skills. For example, they recognise the letters of the alphabet and are eager to share words that start with different sounds. For instance, they recall that 'v' is for 'volcano' and 'violin' and that 't' is for 'teddy'. Children develop a good knowledge of how to use programmable toys. They understand how to use the buttons on cameras to take photographs and confidently hold the camera up to steady the frame before taking a picture.

Setting details

Unique reference number	120002
Local authority	Surrey
Inspection number	10104210
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	23
Name of registered person	Broadhurst, Brenda Horton
Registered person unique reference number	RP908752
Date of previous inspection	6 May 2015
Telephone number	01483 274693

Cranleigh Nursery School registered in 1992. It is located in Cranleigh, Surrey. The nursery is open Monday and Thursday from 9am to 2.30pm, and Tuesday, Wednesday and Friday from 9am to 12.30pm, during term time. There are three members of staff, two of whom, including the manager, hold qualified teacher status.

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