

# Inspection of The Nursery School

The Salvation Army Hall, Church Road, Addlestone, Surrey KT15 1SG

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Inspection date: 15 November 2019

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

The manager is an inspiring practitioner and a strong role model to her team. She has extremely high expectations of what children can learn and achieve. She works closely with her team to ensure children are supported to achieve the best possible outcomes. For instance, she has implemented extensive training for staff to provide the highest level of support for children's communication and language skills.

A well-considered and ambitious curriculum supports children to develop an extremely positive attitude to learning. Children are visibly happy and form strong bonds with their key persons. Children have lots of fun and are eager to learn. They concentrate extremely well and follow their own ideas with confidence. Children are enthusiastic to share their achievements with staff, proudly holding up their pictures to show them. They are very motivated and eager to learn, and rapidly develop the skills required for school. Children with special educational needs and/or disabilities and those who speak English as an additional language are extremely well supported.

Children thrive in the stimulating and well-resourced nursery. Carefully considered resources support children to extend their knowledge and understanding of the world. Children have excellent opportunities to take part in imaginative play. They delight in exploring their optician's role-play area. They eagerly take turns to test one another's eyes and practise putting on different glasses. Staff skilfully extend children's ideas to develop their knowledge and vocabulary. They introduce the names of different types of glasses and encourage children to explore the similarities and differences. Children eagerly examine the differences between sunglasses and reading glasses and try them on to see what the room looks like.

### **What does the early years setting do well and what does it need to do better?**

- The manager uses her precise monitoring of children's development to implement strategies to support children to reach their highest potential. For instance, since the last inspection, she has trained all staff in communication and language strategies to support children to make the highest levels of progress. In addition, she offers workshops for parents to help them support children's learning at home and prepare them for the next steps in their learning.
- Staff have an exceptional understanding of each child's individual developmental needs. They use their diligent observations to plan age-appropriate next steps for children's learning. Staff instinctively know when to step back and let children explore and when to support their play to extend their learning. For example, children gain excellent mathematical knowledge, such as using outdoor items to complete simple calculations. They confidently use mathematical language in their play and recognise how many 'more' or 'less' they need to solve problems.

- Children's behaviour is exceptional. They have excellent social skills and are extremely kind and respectful to one another. Staff communicate clear expectations and support children to share and take turns. For instance, children listen attentively to instructions and respectfully wait for their friends to finish using resources before having their turn.
- Children are supported to develop strong independence skills. They are eager to do things for themselves and have a positive attitude to attending to their personal care needs. Children delight in showing staff how they can cut their own fruit at snack time and are eager to pour their drinks. They have excellent table manners. They clear up their cups and plates without prompting and thank the staff before going to play.
- Children are extremely well supported to develop strong hand muscles, coordination and control to prepare them for early writing skills. For instance, they enthusiastically follow action songs when playing with play dough to develop their hand and shoulder strength. They confidently demonstrate how they can shake, roll and hammer the dough. They eagerly count how many pieces they have, before immediately sharing them with friends.
- Staff support children to develop excellent early literacy skills. Children are excited to sing songs and rhymes and are keen to select books to share with staff. They recognise letters of the alphabet and identify words that start with familiar sounds, such as 'l' for 'lemon'. Staff consistently embed communication skills and new vocabulary in all aspects of children's play.
- The manager is extremely reflective and committed to providing the highest-quality care and learning. Staff are encouraged to evaluate their practice continually and identify areas for development. They are offered a wealth of training opportunities and regular supervision to extend their professional knowledge and skills. Staff talk highly of the support and opportunities they are offered, which support them to raise the quality of their teaching to the highest levels.
- Parent partnerships are excellent. Parents speak highly of the support they receive and the excellent communication that staff provide about their children's learning and development. They praise the 'incredible' learning opportunities that are provided and the excellent social skills that their children develop.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager places safeguarding as the highest priority. Staff attend regular training to ensure that their knowledge is up to date. They talk confidently about the signs that indicate a child may be at risk of abuse or neglect. Staff have a strong understanding of wider safeguarding issues including the 'Prevent' duty and female genital mutilation. Staff have an excellent understanding of the nursery's child protection procedures and know the steps that they must take to report a concern about a child's well-being. Robust recruitment and vetting procedures ensure the ongoing suitability of staff.

## Setting details

<b>Unique reference number</b>	EY433212
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10108797
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Surrey Nursery Schools Limited
<b>Registered person unique reference number</b>	RP906091
<b>Telephone number</b>	01932829678
<b>Date of previous inspection</b>	4 December 2014

## Information about this early years setting

The Nursery School opened in 1995 and re-registered under its current owner in 2011. It operates from the Salvation Army Hall in Addlestone, Surrey. The nursery opens on Tuesday, Wednesday, Thursday and Friday from 9am to midday, on Tuesday and Thursday from 12.45pm to 3.15pm, and on Friday from 12.30pm to 3pm. The setting also offers a lunchtime session on Tuesday, Thursday and Friday between 12pm and 12.45pm. The nursery employs eight members of staff, five of whom hold a relevant early years qualification at level 3 or above. The nursery receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Nicola Edwards

## Inspection activities

- The inspector undertook a learning walk with the manager and discussed how they organise their curriculum.
- The manager completed a joint observation with the inspector.
- The inspector observed the quality of teaching during activities and assessed the impact it has on children's learning.
- The inspector talked with the staff and children at appropriate times during the inspection.
- The inspector spoke with parents and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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