

Inspection of Weydown Nursery School

Our Lady of Lourdes Church Hall, Derby Road, HASLEMERE, Surrey GU27 1BS

Inspection date: 26 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

The manager and staff provide a varied curriculum for children to help them gain the skills they need for the future. They understand the differing needs of children, including those who speak English as an additional language, children in receipt of additional funding and those with special educational needs and/or disabilities (SEND). Staff have high expectations for children and plan ambitiously for their learning, particularly around developing their literacy skills. For instance, staff use the 'letter of the week' to teach children about letters and the sounds they represent. This contributes to children's good language skills and helps them gain skills in readiness for reading, when the times comes.

Children develop good relationships with staff and behave well. They are happy, safe and well cared for in the nursery school. Staff get to know children's individual personalities, likes and interests. For instance, staff encourage children to choose favourite books and sit with them to share stories. Staff listen to what children have to say and value their ideas, thoughts and suggestions. Staff recognise the value of helping children to learn about the wider world. They include different cultural festivals that are important to children and their families. Staff help children to learn about the natural world well. For instance, children enjoy nature walks and visit local museums and farms. They benefit from these experiences to broaden their awe and wonder about the world they live in.

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

- Staff have consistently high expectations of each individual child. The support in place for children with SEND is excellent. The member of staff who takes the lead role for supporting children with SEND is passionate about helping children to achieve the best possible outcomes. Strong partnerships between the staff, parents and external agencies support children with SEND and those in receipt of additional funding to make rapid progress from their individual starting points.
- The manager and her staff are well qualified. They work together to provide an environment that is resourced to interest and motivate children to learn. Staff reflect on the nursery school and identify where they can make changes that will benefit children the most. For instance, changes to the outside play area have helped children learn to grow and harvest fruits, vegetables and flowers. This has contributed to children's knowledge of the natural world.
- Staff know their key children well. They understand what children enjoy and how to tailor learning opportunities to build on what their key children know and can do. However, sometimes the written systems used to plan for children's learning are overly burdensome. This does not always help staff to use their good knowledge to reflect on children's achievements and to share with each other what they want children to learn next.

- Children develop warm, trusting relationships with staff. Children's emotional well-being is central to the ethos of the nursery school. This helps children to develop good levels of confidence and self-esteem and to help them learn about positive behaviour. Staff are polite and courteous when talking to children. In turn, children learn how to develop the emotional maturity they need for their future learning.
- Staff teach literacy skills well. For instance, they help older children to recognise the letter 'i' and teach children how to match this with the sound this letter represents. Staff then help children to think about other words that might start with the same letter. Overall, activities help to challenge children's learning and support their good attention skills. However, during group activities the noise levels within the hall increase, which hinders how children are able to hear and concentrate to the best of their abilities.
- The manager recognises the value of building on staff knowledge and skills. She meets regularly with staff to discuss training and helps them to evaluate how they can use new skills to continue to improve outcomes for all children. For instance, recent training staff completed on promoting children's physical skills has been used to help staff review and provide resources to develop children's coordination and dexterity.
- Partnerships with local schools are well established. The manager and staff use these relationships to help them find out what children need, to be ready for school. This has helped staff focus on building children's independence. For instance, staff teach children how to prepare snacks, pour drinks and tidy away after themselves. Children are keen to do things for themselves and gain a sense of pride in managing some self-care skills. Staff recognise and praise their achievements, to build children's self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff have a robust understanding of their roles and responsibilities to keep children safe. Staff benefit from regular and pertinent safeguarding training so that they know what might indicate that a child is at risk of harm. Staff recognise when children may be exposed to extreme views or ideas. They know how to report concerns, following the nursery school procedures. The manager ensures the suitability of all staff who work at the setting, including on an ongoing basis. This helps to ensure that children play and learn in an environment that promotes their physical welfare.

What does the setting need to do to improve?

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

- consider ways to minimise background noise and distractions during planned

speaking and listening activities, so that children's concentration and engagement in activities are fully promoted

- help staff to reduce workload, introducing a more efficient way to reflect on and share children's next steps in learning.

Setting details

Unique reference number	EY267012
Local authority	Surrey
Inspection number	10073242
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 to 4
Total number of places	26
Number of children on roll	30
Name of registered person	Hitchmough, Clare Louise
Registered person unique reference number	RP902971
Telephone number	01428 654677
Date of previous inspection	27 January 2016

Information about this early years setting

Weydown Nursery School registered in 2003 and is located in Haslemere, Surrey. The nursery is open each weekday during term times, from 9am until midday on Wednesdays and Fridays and from 9am until 3pm on Mondays, Tuesdays and Thursdays. The provider employs eight members of staff. Six staff hold appropriate early years qualifications, one of whom holds an early years teaching qualification. The nursery receives funding to provide free early education to children aged two, three and four.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- The inspector and the management team took part in a learning walk.
- Parents shared their views of the nursery school and the inspector took account of these.
- The manager and inspector completed a joint observation and discussed children's learning.
- The inspector spoke to the manager, staff and children at convenient times during the inspection.

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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