

Inspection of Brook Nursery School Limited

Pirrie Hall, Haslemere Road, Brook, Godalming, Surrey GU8 5UJ

Inspection date: 9 November 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and busy from the start of the session to the moment they are picked up. The manager and her staff team create a warm, welcoming and secure environment. Children, including those who are new to the setting, confidently settle into the daily routines because staff help them to feel safe and well cared for. Staff work closely with parents to ensure children's move to the setting is smooth. They follow routines from home to ensure continuity.

Children's behaviour is excellent. They know the rules and expectations. Children have exemplary manners, knowing how to listen to others and share. As they play alongside each other in 'Percy the Park Keeper's house', children take turns to create a plate of party food for the adult, using words, such as 'more please' and 'thank you'. They talk excitedly about the variety of fruit to choose from and what makes a healthy meal.

Children enjoy being creative. They use paint and paintbrushes to create artwork. They have lots of fun exploring the texture of paint as they slide their hands over their artwork. Staff skilfully talk to children about what they are doing when building models from 'junk'. They support the children's growing vocabulary and understanding of skills and techniques, such as using scissors and tape.

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

- The manager is dedicated and passionate about her role. She ensures that the setting provides inclusive care and education for all children and their families. The manager and staff gather information from parents before their children attend the setting. This helps ensure that staff know children's individual interests and needs, to plan for their future learning.
- Children develop an understanding of the world around them and changes to the environment. Staff ignite children's interest through effective questioning as they explore the outside area, collecting leaves, pine cones and pine needles. Children describe how leaves have changed colour and fallen from the trees. Staff plan enjoyable activities based on children's interests. However, at times, staff are too quick to help children when problem-solving and resolving difficulties with their peers.
- The manager ensures that all staff understand and adopt the setting's ethos. Staff help children to grow in knowledge, confidence and to flourish. The manager monitors the quality of children's learning experiences and the progress they make. However, she does not monitor staff performance closely enough to enable highly reflective practice and enhance the good quality of teaching even further.
- Children develop good levels of independence. For example, they learn how to

access toys, confidently making choices about where they want to play and what they will need. Older children manage their self care needs on their own. For instance, they use the toilet themselves and learn to dress for outdoor play. Children help with small tasks, such as tidying away bricks and jigsaws after play, which helps them to gain a sense of responsibility.

- Staff observe and assess children's progress, helping them to build on what they already know and can do. However, during group activities, staff plan activities which are pitched too high for some children's stages of learning. At these times, staff do not ensure that children have mastered a skill, before introducing them to something new.
- Parents are eager to share their compliments and positive experiences about the setting. They value and praise the high standards set by the staff. Parents appreciate the regular communication they receive, through newsletters and verbally. They say that even though they have been unable to enter the premises due to the restrictions of the COVID-19 pandemic, their children cannot wait to enter the setting for the day.
- Staff support children to develop good health and well-being. They provide healthy food for them to eat and plan opportunities for regular exercise, such as a daily dance session in the hall and walking to the local woods. Staff provide exciting outdoor play experiences, such as using the starfish bike to find the answer to sums or objects hidden outside.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures staff have a good understanding of the setting's safeguarding policy and procedures. The manager and staff recognise signs and symptoms that would cause them to be concerned for a child's welfare. They know how to identify children that may be exposed to extreme views. Staff know how to report any concerns they may have about any children or the adults they encounter. Policies and procedures reflect the advice and guidance of the local authorities and are fully available to parents. Staff complete regular checks on the environment to identify and eliminate any risks.

What does the setting need to do to improve?

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

- review and strengthen the organisation and planning of group activities to ensure all children are consistently supported to meet their learning needs
- enhance the opportunities children have to develop greater resilience and problem-solving when working with their peers
- develop the monitoring of staff to identify where the good practice can be strengthened further to enhance the quality of children's learning.

Setting details

Unique reference number	EY302604
Local authority	Surrey
Inspection number	10108595
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	33
Name of registered person	Brook Nursery School Ltd
Registered person unique reference number	RP524515
Telephone number	01428 684079
Date of previous inspection	10 November 2014

Information about this early years setting

Brook Nursery School Limited registered in 2005. It operates from two halls, situated within the Pirrie Hall in the small village of Brook, in Surrey. The nursery is open each weekday, from 8.30am to 3.30pm, term time only. The provider employs eight staff who hold relevant qualifications in early years. The provider is in receipt of funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector

Amanda Harrison

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager and the inspector had a learning walk together to look at how the setting is arranged and how the curriculum is planned to meet children's needs and stages of development.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact this was having on children's learning.
- The inspector spoke to parents and children to obtain their views of the setting.
- The inspector talked to staff at appropriate times during the inspection and viewed some of the setting's documentation, including the safeguarding policy and staff qualifications.

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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