

# Inspection of Pirbright Day Nursery

Pirbright County Primary School, School Lane, Pirbright, Woking, Surrey GU24 0JN

---

Inspection date: 10 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### **The provision is good**

Children are provided with an ambitious curriculum. There are high expectations for their learning and development. Children are safe, happy and settled. They develop good self-confidence, manners and social skills. They frequently say please and thank you without being asked and eagerly help younger children. For instance, to wash their hands before lunchtime. Children learn to be independent. At lunchtime, they choose what they want to eat and carefully carry their plates and cutlery to the table. From a young age, children learn to use small jugs to pour water into drinking glasses. When they have finished eating, they scrape any leftover food from their plates into the bin. Children take turns and share during activities. For example, they independently offer their friends resources, such as cooking ladles, to help them transfer mud into a large bowl.

Children enjoy using real life resources, such as china cups and saucers in the imaginative play area. They learn to throw and catch footballs, paint at an easel and climb and balance safely on resources in the garden. Children keep on trying during activities. For instance, to use scissors to make a tunnel for a train track and to transfer and mix ingredients to make modelling dough.

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

- Since the last inspection, there have been a number of new managers. This is partly due to the impact of the COVID-19 pandemic. The current manager has extensive childcare knowledge and experience, which she uses to continually improve outcomes for children. For example, children are now provided with more opportunities to learn outdoors and mealtimes are well organised and calm.
- The manager coaches and supports staff to provide children with an exciting curriculum. Staff have adapted and improved how they help children to learn and develop. They focus strongly on giving children choices and successfully support their curiosity, independence, and good behaviour. Children develop the skills they need for the future.
- Staff use children's individual interests and choices to extend their learning. For instance, children enjoy adding ingredients, such as oranges, lemongrass, ginger and lentils, to 'cakes' they made from mud in an outdoor kitchen. Staff made good use of this opportunity to introduce children to new words that extended their vocabulary.
- Staff have improved how they support all children's communication and language. Some children make very good progress in this area of their development. They confidently talk about their experiences outside of the nursery and share their ideas during activities. Children who speak English as an additional language make good progress.

- Staff support children's interest in books and encourage them to join in with the parts of stories they remember, to further extend their pre-reading skills.
- Staff have improved children's problem-solving skills. For example, they support children to work out how to make constructions using different sized boxes and join pieces of train track. However, staff do not build on children's understanding of how things work to further support their understanding of the world.
- Staff use their good knowledge of children's individual needs to capture their interest in learning. They are skilled at knowing when to join in children's play and when to let them play independently. Staff include all children in activities. They carefully observe what children choose to do and support them to involve others in their play.
- Staff encourage children to choose how they use activities and give them time to achieve what they set out to do. For example, children enjoyed using their real life experiences and imagination to build a train using crates, wooden planks and electrical reels.
- Staff are positive role models for children. They build close relationships with their key children and communicate with children in a caring, respectful way. Children concentrate well and enjoy learning.
- Staff work well in partnership with parents and other early years provision. They talk with parents about children's individual needs and offer support and advice that gives children continuity of care.

## **Safeguarding**

The arrangements for safeguarding are effective.

Since the last inspection, there has been an incident where two children left the premises unsupervised. When this happened, children were always within sight and hearing. Following the incident, managers and staff have improved risk assessment, the security of the premises and the supervision of the children. Managers did not notify Ofsted about the incident or about the most recent change of manager. These are breaches of the statutory requirements. However, all safeguarding requirements are currently met. Managers and staff have a good understanding of their responsibilities to safeguard children's welfare. They know what to do if they are concerned about children's safety and well-being.

## **What does the setting need to do to improve?**

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

- extend the opportunities for children to learn about how things work to further support their understanding of the world.

## Setting details

<b>Unique reference number</b>	EY295026
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10206274
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Pirbright Day Nursery Limited
<b>Registered person unique reference number</b>	RP525072
<b>Telephone number</b>	01483 797554
<b>Date of previous inspection</b>	23 April 2019

## Information about this early years setting

Pirbright Day Nursery registered in 2004. It operates at Pirbright Primary School in the village of Pirbright, near Woking, Surrey. The nursery is open Monday to Friday, from 8am until 6pm, all year round, excluding Christmas and bank holidays. The nursery receives funding to provide free early education for children aged two, three and four years. Four staff work with the children. Three staff hold an early years qualification at level 3, and one is unqualified.

## Information about this inspection

### Inspector

Cathy Greenwood

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector completed a learning walk and a joint observation with the nursery manager.
- The inspector talked with children, parents, staff and managers during the inspection.
- The inspector observed indoor and outdoor activities.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021