

Inspection of Woldingham Nursery Class

Village Hall, Station Road, Woldingham, Surrey CR3 7EA

Inspection date: 15 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happily and eagerly to the pre-school. They leave their parents at the door and are welcomed by warm and friendly staff. Children develop good, close relationships with the staff, who are attentive and caring. They feel confident to approach them for support, comfort and cuddles. Children are praised for their efforts, even when they face difficulties. They demonstrate that they feel safe and secure.

Children engage and immerse themselves in the exciting activities set for them. Staff provide a well-thought-out curriculum to support and embed children's learning. They revisit past learning with children while introducing new concepts. For example, during an ice activity, staff encourage children to use salt to get the object out of the ice together with other resources. As a result, children are motivated and develop a keen interest in their learning.

Children's self-care, health and well-being are promoted well. They learn the importance of washing their hands before eating. Children serve their food, pour their drinks and wash their plates when finished. Staff talk to children about the importance of brushing their teeth. Children learn about different foods and where they come from. For example, in a baking activity, staff and children discuss how grapes are turned into raisins.

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

- Children's communication and language development is supported well. Staff recognise the importance of building children's communication and language skills. They use age-appropriate language when communicating with children. Staff introduce new words to widen children's vocabulary and learning. For example, while discussing how to release the toys out of the ice, staff introduce the word 'excavate' and explain its meaning. Staff read stories and sing songs as part of everyday activities.
- Staff use observation and assessment well. This helps staff to identify gaps in children's learning and development quickly. Staff work closely with outside agencies to provide effective targeted support to children. As a result, all children, including children with special educational needs and/or disabilities, make good progress from their starting points.
- Staff have high expectations of children, especially with regards to behaviour. Children benefit from a good and consistent routine. They listen and follow simple instructions. Children know they need to help tidy up before sitting down for circle time. Staff support children to share and take turns in an age-appropriate way. Children are respectful of one another. They play well alongside others, sharing resources and learning to take turns.

- On occasions, such as during group activities, staff do not consistently ensure that all children have equal opportunities to be involved. Sometimes, staff focus their teaching on more-confident children and overlook the quieter children. For instance, at a cooking activity, children are given a hands-on opportunity to learn about how butter is made. Staff encourage the more-confident children to shake the milk bottle, while the quieter children are missed. As a result, children do not equally benefit from staff interactions and teaching.
- Staff build and extend on children's interests, especially those who are new to the pre-school. They add different resources to children's play. For example, young children, who are interested in cars, enjoy exploring the trains. Staff sit with children and support them with building and pushing trains along the tracks. This helps children settle in and develop their self-confidence.
- Partnerships with parents are a strength of the pre-school. Parents highly praise the pre-school. Parents comment that they are happy with the good progress their children make in their development and learning. They describe the staff as 'amazing'. Staff work closely with the parents. They share information, strategies and practice with parents to support children's learning at the pre-school and at home.
- Leaders have a clear vision for the pre-school and the high quality of service they offer. They are motivated, passionate and committed to the continuous development of practice. Leaders carry out regular staff supervision, appraisals and peer observations to assess the effectiveness of teaching and learning. Following a recent change to the leadership team, staff report that they feel well supported.

Safeguarding

The arrangements for safeguarding are effective.

Both leaders and staff understand their roles and responsibilities in keeping children safe from harm. They have good knowledge of all aspects of safeguarding and can identify the signs of abuse. Staff know what to do and who to approach when they have a concern about a child or an adult, including if an allegation is made against staff. Staff attend regular training to help ensure that their knowledge is up to date. Robust procedures are in place to help ensure any new staff members are appropriate to work with children. Staff complete regular risk assessments to ensure that children are able to play in a safe environment.

What does the setting need to do to improve?

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

- support staff to ensure that all children have equal opportunity to participate and share their ideas, allowing them to fully benefit from staff interaction and teaching.

Setting details

Unique reference number	122424
Local authority	Surrey
Inspection number	10234118
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	36
Number of children on roll	28
Name of registered person	Chevreau-Kareliussen, Karen Maria
Registered person unique reference number	RP512415
Telephone number	01883 652871
Date of previous inspection	8 March 2017

Information about this early years setting

Woldingham Nursery Class registered in 2001. It operates from Woldingham Village Hall in Woldingham, Surrey. The setting is open Monday to Friday, from 9.15am until 3.15pm, during term time. It is in receipt of funding for the provision of free early education for children aged two, three and four years. There are eight staff, including the owner. Of these, one holds an early years professional status qualification, two hold an early years degree, five hold early years qualifications at level 3 and one is unqualified.

Information about this inspection

Inspector

Oshra Murphy

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector met with the nominated individual and manager to discuss aspects of leadership and management. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

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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