

Inspection of Pine Wood Nursery School

83 Burnt Hill Road, Lower Bourne, Farnham, Surrey GU10 3LL

Inspection date: 12 May 2023

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

Children arrive keen and ready to learn at this welcoming nursery. They are greeted by enthusiastic staff, who talk to them about what is available for them to play and explore. Children readily explore the variety of interesting activities on offer. They make friends with ease and happily welcome them into their play. For example, they plan a show together with puppets. Children's social skills are developing well. They eagerly share their positive views of the nursery with the inspector, such as when they talk about the fun they have building marble runs.

Children love being active in the fresh air. They have many opportunities for physical exercise and to learn about nature. For instance, children develop their stamina and strength as they negotiate balancing challenges, such as on parallel ropes in the forest area. Children hold the top rope and shuffle sideways with their feet on the bottom rope. This helps to support children's resilience skills.

Children learn to be independent from the start. For example, staff teach younger children how to place their belongings away when they arrive. Older children wash their hands thoroughly after using the toilet without being prompted. Staff prepare children well, academically and emotionally, for their move to school.

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

- The experienced manager is passionate about children receiving a high standard of education and care. She reflects on practice and adapts existing processes for better outcomes for children. For example, the manager and staff personalise suggestions and ideas for each child, which are sent home. Parents comment that their children thoroughly enjoy completing these. This joint way of working helps children to practise skills with increasing competency, such as when older children want to write their names and form the letters correctly.
- Staff use effective ways, such as home visits, to gather important information about children's interests and needs before they start at the nursery. They say that this is an invaluable way to build relationships with new children and their parents. This process enables staff to fully support children's transitions into the nursery. The manager is highly effective at using additional funding to provide children with opportunities to close any emerging gaps in their development. This is particularly the case for children with special educational needs and/or disabilities, who make as equally good progress from their starting points as their peers.
- The nursery is well established and at the heart of the community. For instance, children visit the local post office to send letters and visit shops to buy locally sourced ingredients. Staff recently organised for a milk delivery float to come to the nursery. During this visit, children learned where milk comes from and the

health benefits of drinking it. This also helps children to develop respectful attitudes for local community services.

- Overall, children behave well. Staff remind them of rules and boundaries to keep safe. For example, children practise the 'stop, look and listen' procedure when crossing roads. However, at times, some staff do not consistently reinforce the nursery's rules for children's best behaviour. As a result, some children do not fully understand what is expected of them.
- Staff report that they are highly valued and cared for by the manager. The manager supports staff's practice by modelling quality interactions with children. However, some staff's practice is not monitored precisely enough by the manager. Her feedback to staff does not focus specifically on improving their practice to achieve consistently high-quality teaching across the nursery. This impacts on outcomes for children.
- Parents are full of praise for the education and care their children receive. They are appreciative of staff's dedication and say that they bring out the best in children and create a loving home-from-home environment for them to feel safe, valued and have fun. Parents feel well informed of children's development and next steps in learning through ongoing verbal feedback and an online app.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their safeguarding roles and responsibilities. They can confidently talk about the potential signs and symptoms that may indicate a child is at risk of harm. Staff know how to report concerns about a child's welfare to the relevant agencies. The manager ensures that staff receive regular safeguarding training. She frequently asks them questions relating to child protection to ensure that their knowledge is kept up to date. The company follows robust recruitment and vetting procedures, including ensuring that staff are suitable to work with children. Staff carry out risk assessments daily to ensure that the premises are safe and secure.

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 be consistent in their behaviour management strategies to build on children's understanding of behaviour expectations
- monitor staff practice more precisely and provide feedback on how to consistently achieve the highest level of teaching.

Setting details

Unique reference number	EY472590
Local authority	Surrey
Inspection number	10285390
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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	32
Name of registered person	CS Nursery Schools Ltd
Registered person unique reference number	RP530372
Telephone number	07786 515866
Date of previous inspection	4 October 2017

Information about this early years setting

Pine Wood Nursery School registered in 2013 and is located in Lower Bourne, near Farnham, Surrey. It is open from Monday to Friday during term time only. Sessions are from 9am to 3pm. The nursery employs seven members of staff. Of these, four hold appropriate early years qualifications at level 2 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sonia Panchal

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 manager and has taken that into account in their evaluation of the nursery.
- The manager showed the inspector around the premises and discussed what she wants children to learn.
- Children spoke to the inspector during the inspection and discussed what they most enjoy doing at the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector took account of written feedback from parents and spoke to parents face to face.
- The manager made relevant documents available, including evidence of the suitability of staff working with children.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023