

Inspection of Peaslake Nursery

Colmans Hill, Guildford GU5 9ST

Inspection date: 12 May 2023

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 are excited and eager to arrive. They are welcomed into the nursery by the friendly staff team. Children choose from one of the stimulating activities available, including play dough and sand. They lead their play, making choices about what they would like to do. Children benefit from a curriculum where they are recognised as unique individuals who are naturally curious. Children are passionate about and interested in the natural world. They enthusiastically watch a live-stream video of birds nesting in the nursery garden. They proudly tell visitors, 'There are ten eggs!' Children learn about the life cycle of a frog. They use picture cards to check what stage the nursery tadpoles are at.

Children spend a sustained period playing imaginatively in the mud kitchen. They work alongside their peers, mixing and pouring as they pretend to make birthday cakes. Children enjoy being physically challenged. They use planks of wood, tyres and large wooden blocks to create climbing structures. Once they are happy with how the obstacles are set up, they carefully balance along the planks. Staff encourage children to think critically and take risks, helping them to consider their own safety during their play. This supports children to develop their problem-solving skills.

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

- Staff provide children with a range of opportunities that broaden their experiences. For example, children enjoy cookery sessions each week. They talk fondly of the things that they have baked and are keen to do more cooking. Children take part in yoga, visit the woods for forest school activities and go on a bus to the local library. These opportunities help children to learn about the wider community.
- Parents share positive comments about the setting. They praise the changes that the manager has made. Parents are included in children's learning. They are invited to meet with their child's key person regularly to discuss the progress that their child is making. Staff engage well with outside agencies. They form close links with local primary schools, which supports children's transitions to the next stage of their education.
- Children are highly independent. They enjoy taking responsibility and doing things for themselves. For example, at snack time, they wash their hands on their own before pouring their drink and selecting what they would like to eat. Children show a positive attitude and approach tasks with confidence.
- Children have access to a large collection of books and different literature. For example, as well as fiction and non-fiction books, there are leaflets and magazines that children can read. Across the nursery, staff provide a number of opportunities for purposeful mark making, such as writing shopping lists. These

opportunities help children to develop their understanding of words and text and become familiar with understanding literacy.

- The manager has embedded a range of strategies to help children to understand their emotions. For example, she has introduced a calming zone for children to enjoy. However, some staff are less confident in consistently implementing the effective strategies in place to support all children with managing their feelings and behaviour. On occasion, this leads to children disrupting their friends' play.
- The manager has a clear vision for the nursery. She is passionate and inspiring. The manager ensures that she and her team continuously develop their knowledge and skills through attending training. For instance, she has recently focused training on boosting children's communication and language skills. This has had a positive impact on children's language development.
- Staff monitor children's progress effectively. When there are gaps in children's learning, these are quickly identified and support is put in place. The manager plans learning opportunities to meet all areas of learning across the week. However, some staff are less confident in identifying the specific learning intentions for children during activities to fully support their learning and development.
- Children make good progress in their communication and language development. They communicate to share their ideas during their play. Staff read and sing to children throughout the day to help broaden their vocabulary. While reading, staff ask children questions about the book to check their understanding and help to keep them focused.

Safeguarding

The arrangements for safeguarding are effective.

Children play in a safe learning environment. Effective risk assessments are in place that help to ensure that children are not exposed to risks, both inside the nursery and when on outings. Children participate in the risk assessment process to teach them good safety practices. Staff know the signs that might indicate a child is at risk of harm. They understand the important role they have in safeguarding the children in their care. Staff and the manager understand the procedure to follow should a concern arise about a child or an adult caring for children.

What does the setting need to do to improve?

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

- ensure staff fully understand how to implement effective strategies to help children manage their emotions and regulate their actions positively
- support staff to develop a secure understanding of each child's next steps and the learning intentions of planned activities to ensure children make the best possible progress.

Setting details

Unique reference number	EY470264
Local authority	Surrey
Inspection number	10279834
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	18
Name of registered person	The Peaslake Schools Trust Committee
Registered person unique reference number	RP533135
Telephone number	01306730411
Date of previous inspection	27 September 2017

Information about this early years setting

Peaslake Nursery registered in 2013 and is located near Guildford, Surrey. The nursery is open from 8.45am until 3pm, Monday to Friday, during term time. There are four members of staff, three of whom hold an appropriate early years qualification. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector
Jade Orosz

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.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views on the setting with the inspector.

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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