

Downside Nursery

Inspection report for early years provision

Unique reference number 122455
Inspection date 18/10/2011
Inspector Karen Callaghan

Setting address The Old School Room, Downside Road, Downside, Cobham,
Surrey, KT11 3NA

Telephone number 01932 866556

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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Downside Nursery is situated in Downside, near Cobham in Surrey. It opened in 1986 and is a privately owned provision. The nursery is set in purpose built accommodation which was originally the village school. It comprises two rooms, a toilet/cloakroom area and has a secure, enclosed outdoor area. A maximum of 35 children may attend the nursery at any one time. The nursery is open each weekday from 9am to 3.30pm, during school term time only. Children may attend on a full-time or part-time basis. During the summer school holidays the setting operates a 'summer school' which is open to other children from 9am to 12.30pm for children from two to under eight years, and is organised by the same staff.

There are currently 40 children aged from two to under five years on roll. Children aged three and four years old receive funding for free nursery education. Children come from a wide catchment area. There are procedures in place to support children with special educational needs and/or disabilities and also children who speak English as an additional language. The nursery employs eight members of staff, in addition to the owner. The owner is a qualified teacher and four of the eight other staff hold appropriate early years qualifications. The setting receives support from the Early Years Childcare Service.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Outcomes for children are outstanding. Children are eager to attend Downside Nursery and they make significant gains in their learning as they show high levels of curiosity, concentration and imagination. Excellent links with parents help them to become highly involved with their children's learning. Parents and staff have high expectations of the children and excellent teaching overall, leads to them making outstanding progress. The nursery promotes positive behaviour and this is reflected in confident, happy children; relationships are strong at all levels which results in a nurturing and supportive ethos. The capacity to improve is highly positive owing to self-reflective staff who endeavour to be outstanding.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving children's understanding of healthy practices with regard to making healthy choices at mealtimes.

The effectiveness of leadership and management of the early years provision

Safeguarding is of the highest importance; there is a comprehensive awareness of safeguarding issues including promoting children's welfare among the adults in the nursery. All required policies are in place, reviewed on a regular basis and new developments shared with staff and parents. Staff are vigilant about safety issues and implement a comprehensive programme of risk assessment for both the indoor and outdoor environment.

The nursery is well managed by an experienced, qualified teacher who has high expectations of both staff and children which has resulted in continuing excellence. Staff are aware of the importance of promoting equality of opportunity and diversity. Each child has a key worker who knows their background and needs thoroughly which has a positive outcome on children's emotional welfare. Each child has a learning journal which shows careful observations and assessments. Children's progress is carefully evaluated in order that planning for activities is paramount. This process supports children to make excellent progress. Children have access to an excellent range of resources and activities both indoors and outdoors, that cover all six areas of learning. These are accessible and clearly labelled and children, therefore, make choices in their play and learning.

The nursery staff reflect on their practice on an ongoing basis by having regular meetings where they share information and plan for excellence. Self-evaluation reflects rigorous monitoring and searching analysis of what the nursery does well and what it needs to improve. It uses the suggestions from parents to incorporate into its future plans, for example by notifying them earlier of planned trips and celebrations of festivals. Leaders are highly effective in communicating ambition and in the drive to secure improvement. Staff are encouraged to attend high quality courses and further enhance their skills.

The nursery is fully committed to working in partnership with others including the local fire and police services who come in to talk to the children. A sports partnership provides popular football skills training for the children and parents are encouraged to tell the children about their jobs and bring in resources to share. The early years team from the local authority provide support which adds to the excellent provision. The link with the neighbouring primary school provides children with the chance to enhance their computer skills as well as use a wide range of extra resources. It provides exemplary transition processes too.

The nursery has a strong commitment to working in close partnership with all parents. They are kept informed regularly of their child's progress and have access to their learning journals. They are invited in every term to a coffee morning where they can hear and discuss curriculum plans. Parents are invited to accompany their child on trips out, for instance to a local theatre, and are given ideas for some follow up activities to support their child at home. Annual questionnaires show there is a high satisfaction rate with the nursery provision and parents are enthusiastic in their high praise of the care their child receives and the progress

they are making.

The quality and standards of the early years provision and outcomes for children

The children enjoy their time at the nursery and are enthusiastic and confident learners who make excellent progress in their learning. The nursery provides a happy, well-organised and stimulating environment. The children are motivated to learn by having a variety of exciting activities both indoors and outdoors. For example, they explore pond life and delight in watching the tadpoles grow and change. They enjoy practising their early writing skills in the role play areas and are taught the sounds of letters. The younger children count enthusiastically by using their fingers in singing rhymes and songs. They have fun climbing and building in the garden and use their creative skills by using a wide range of painting materials as they cooperate with their friends in making large pictures for display. The children are encouraged to extend their language skills by participating in plays and stories and acting them out choosing from a range of multicultural dressing up clothes. Developing language skills are of particularly high importance with new vocabulary introduced through exciting topics such as the life cycle of the frog and animals who live in the jungle. The children learn phonics by having the 'sound of the week' and bring in favourite toys whose name begins with that particular letter. Flexible plans allow for the interests of the children to be incorporated into the curriculum which makes them enthusiastic learners and ensures that every child makes maximum progress according to their needs. Children learn excellent skills for the future by using the computer and programmable toys with confidence.

Children feel safe in the supportive atmosphere of the nursery. They speak to the staff confidently and are aware of the needs of other children. Children demonstrate an excellent understanding of how to keep safe, for example, when riding tricycles they know to be aware of others and how to use tools safely when digging. The children show an awareness of a healthy lifestyle and have good personal hygiene routines. They have plenty of opportunities for physical exercise and their ball skills are particularly well demonstrated by having sessions with football coaches. Although they are given the chance to eat fruit at snack time, children are not fully encouraged to adopt healthy practices with regard to making healthy choices at lunchtime.

Equality and diversity is fully promoted. A range of cultures are planned for and celebrated and parents are encouraged to join in. The children have the opportunity to appreciate other people by knowing how to greet others in other languages; they also learn some basic French phrases. The behaviour of the children is exemplary and they are extremely aware of the needs of others.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met