

The Bell House Nursery

Bell House, Moss Lane, GODALMING, Surrey, GU7 1EF

Inspection date	11/09/2013
Previous inspection date	23/10/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children's safety and welfare is promoted well as staff work closely with parents, know children well and value them highly as unique individuals.
- Children enjoy a wide range of exciting activities and access to a good range of toys and resources that promote their learning and ensure they have fun in their play.
- Effective partnerships with parents mean that there is a united approach to meeting individual children's needs, extending their learning and helping them make good progress.
- Managers and staff have a clear vision for the nursery and endeavour to improve practice and outcomes for children through new initiatives gained from training.

It is not yet outstanding because

- Staff do not make the most of opportunities to encourage children in literacy activities indoors to support early writing skills.
- Staff have yet to develop an outside environment rich in print, where children can understand and learn about words.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had discussions with the owner and manager .
- The inspector observed children at play.
- The inspector looked at documentation, including policies, children's records and the nursery's self evaluation form.
- The inspector sought the views of parents of children who attend the nursery.

Inspector

Nadia Mahabir

Full Report

Information about the setting

The Bell House Nursery registered in 2012 and is privately owned. It operates from various rooms on the ground floor and the first floor of a converted building in the Godalming area of Surrey. Children have access to a secure outside play area. The nursery is registered on the Early years Register and the voluntary and compulsory parts of the Childcare Register. It opens from 7am to 6.30pm, Monday to Friday all year round. Children are able to attend for a variety of sessions or full day care. The nursery also provides an after school club and a holiday club during some holidays. There are currently 234 children on roll.

The nursery receives funding for free early education for two, three, and four year olds. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. A total of twenty two staff work directly with the children; one who is qualified to a degree level. Thirteen staff hold relevant level three qualifications or higher.

What the setting needs to do to improve further

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

- develop the educational programme for literacy further by creating an outdoor environment which is rich in print where children can learn about words

- provide more opportunities for children to practise their early writing skills in practical situations.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children thoroughly enjoy attending this nursery, which provides them with a welcoming, stimulating and richly-resourced environment, which ignites their interests and fascinations, both indoors and outside. The indoor environment contains resources, which are appropriate, well maintained and accessible for all children. As a result, children are able to find the equipment they require and make independent choices from the wide selection available. Staff are skilled when using open-ended questions which encourages children to develop effective communication and thinking skills. Their speech and language develop well and they enjoy sharing thoughts and ideas with each other. Staff caring for babies constantly talk to babies about what they are doing and value their attempts at

saying words. This results in babies enjoying turn-taking conversations and imitating words and sounds which they hear.

Staff are teaching children to begin to understand that print carries meaning and the more able children handle books with care and enjoy having stories read to them. However, there are few resources in the outside area that would support and further their understanding of words. Older children are beginning to link sounds to letters; some are naming and sounding the letters of the alphabet, gaining skills that will be useful when they move on to school. Physical skills are developed as children engage in a variety of activities to promote early mark making. For example, through messy play activities, children enjoy using both hands to make marks and draw shapes, such as circles and lines. Awareness of numbers and counting is encouraged through everyday activities and children enjoy counting objects as they play. Children happily engage in imaginative play with their friends in the home corner and enjoy dressing up in various costumes. However, children have fewer opportunities to practise early writing skills in their pretend play. Young children begin to learn about technology when experimenting with toys that have buttons to press or flaps to lift. Older children develop this further when learning how to use simple programmes. Staff teach children mathematical skills as they encourage them to count during daily activities and construct with different shapes and materials.

Staff work well together and plan interesting activities for all children each week. They observe all children at play and obtain information about children's learning from parents, carers and other specialist agencies who are involved in children's care and learning. All staff in the under two's age groups get down to children's levels on the floor and play with them, interacting warmly, sympathetically and overall, purposefully. Staff ensure children who are identified as having a special educational need and/or disabilities, are enabled to make the best progress from their starting points. For example, the nursery employs additional staff to provide children with one-to-one support to ensure they are fully included.

Staff complete two-year-old progress checks to identify children's strengths and areas where they make less than expected progress. Good planning and assessment systems are in place and children's progress is tracked effectively. As a result, staff are confident in identifying individual strengths and weaknesses in learning. All key persons share pertinent development information with parents and there are clear logs of discussions about things that children have done in the nursery and at home. Consequently, parents feel fully enabled to approach their child's key person or a member of the management team. This is because practitioners accurately assess children after observing them, talking to parents and they use these to plan suitably challenging play activities. Written records such as the two-year-old checks are accurate. They describe children's learning and developmental progress and are shared with parents.

The contribution of the early years provision to the well-being of children

Children feel totally secure and settled in their environment. They are eager to be involved with play activities, because staff understand and respond to their individual needs.

Children benefit from the positive relationships between staff and their parents. Each child is allocated a key person when they first attend and time is effectively spent gathering information about their individual needs. Babies form good attachments to their key person and respond with smiles and gurgles when they interact with them. They are happy to independently explore their environment when they know a familiar adult is nearby, and seek reassurance and cuddles when they need to.

High quality child-size furniture enables non-walkers to reach vital physical milestones. For example, they crawl and pull themselves to stand on the low wooden tables and walk along holding on. Low mirrors enable them to see their reflections and those of others, during playful interactions with the practitioners. Children access the outdoors regularly and this helps to enable them to remain healthy as they access lots of exercise and fresh air. Outdoor play areas are used throughout the day and promote all areas of learning. Therefore, children can be active in their play and learning. Children enjoy energetic and active play in the garden. They develop their good physical skills and coordination as they climb and balance and enjoy the space to run. They use small ride-on toys confidently building up their leg muscles and ride on bikes and scooters.

Staff provide familiar, predictable routines for children as they talk to them about preparing for lunch. As a result, children develop good skills in their personal, social and emotional development, which supports their all round learning. Balanced and nutritious meals and snacks are provided by the nursery. The well-planned menu accommodates individual dietary requirements and introduces children to a variety of foods. Older children competently use a knife and fork at lunchtime and pour their own drinks of water. These skills support children's next stage in their learning, preparing them for their moves both within the nursery and on to other settings and school. Staff form successful links with other practitioners who are also involved in children's care and learning. For example, children visit their new schools. This aids the children's moves into primary school and provides a valuable opportunity for children to meet their future teachers in an environment where they feel comfortable.

Children begin to develop an understanding of the procedures to follow in the event of an emergency as they routinely practise the evacuation procedures. The children are also involved in safe risk-taking, which helps them to learn about managing their own safety. For example, the staff talk to them about being careful when running around in the hall area and how to use equipment safely. All children are learning to behave well in the nursery and are supported very well by staff to understand the clear rules and boundaries. Children are learning to take turns, share and join in play with their friends. Children are learning that their actions can hurt others, and are encouraged by staff to take responsibility for managing their own feelings and behaviours. This develops children's self-awareness. Children benefit from lots of encouragement and praise from staff for their positive behaviour.

The effectiveness of the leadership and management of the early years provision

The management and staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. The nursery maintains clear and concise records, policies and procedures, which are regularly updated and shared with parents and staff. This includes details of accidents or incidents, and records of any complaints. Ratios are maintained well and staff are deployed effectively to ensure children are supervised so that their needs are met well. Effective risk assessment processes are in place and management are proactive in taking appropriate action to minimise potential hazards to children. This results in children benefiting from a safe and secure environment both indoors and outdoors. Effective recruitment and vetting procedures are in place. As a result of comprehensive induction to the nursery, staff are fully aware of their roles and responsibilities in keeping children safe, consequently, children are safe and their welfare promoted.

Parents are fully involved with all aspects of their child's learning and care. Their views are sought through discussions and involvement in children's records of learning and questionnaires. Parents benefit from an extensive array of information displayed on the parent's notice board and regular updates in newsletters. Parents speak highly of the nursery, the staff, the fantastic environment, facilities and of how well their children are cared for. The nursery promotes strong partnerships other professionals to meet the diverse needs of children attending. Through well-planned interventions, the nursery ensures all children, including those with special educational needs and/or disabilities are supported to be fully included.

The manager understands clearly her responsibilities in meeting the learning and development requirements. She has strong knowledge of the Early Years Foundation Stage and uses this well to support her staff. Planning and assessment systems are monitored effectively and the manager spends time working in all nursery rooms to gain first-hand knowledge about what is working well and address issues raised. Management carry out joint observations of practice to monitor the quality of teaching and ensure training needs are identified effectively. The management team has continually reviewed their practice since the last inspection in order to reflect and make improvements. Staff have access to a programme of professional development through continuous training and appraisals. The nursery has addressed the recommendations from the previous inspection. This has had a positive impact on children's learning, the information shared with parents and the safety of the setting. Management has a strong drive to improve the nursery. They effectively use a variety of methods of self-evaluation to help identify areas for further development. They target areas for improvement and implement plans to address. Children benefit from the strong leadership and management who have high aspirations and a clear vision to provide good quality care and education to all children who attend.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY445043
Local authority	Surrey
Inspection number	932042
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	96
Number of children on roll	234
Name of provider	Bell House Nursery Limited
Date of previous inspection	23/10/2012
Telephone number	07966 436083

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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