

Marlborough House Nursery School

Windmill Lane, Long Ditton, SURBITON, Surrey, KT6 5JT

Inspection date	18/04/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
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

- The very happy atmosphere is characterised by busy, well-occupied children who make good progress as they learn through play.
- Children are nurtured because staff support their emotional wellbeing well.
- The provider fully recognises the benefit to children of building strong partnerships with their parents.
- The groups positive attitude to self-evaluation and continuous professional development improves outcomes for children.
- Resources and areas of the nursery school are particularly interesting and appealing, encouraging children to explore and make links in their learning.

It is not yet outstanding because

- There is minimal use of labeling in languages other than English to support children with other languages and all children in learning about similarities and differences.
- staff do not consistently engage fully with children when they are outdoors and do not always respond to children's suggestions during adult-planned activities.

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.

Inspection activities

- The inspector observed children's play and staff interaction in the inside and outside learning environment.
- The inspector had discussions with the provider and completed a joint observation with her of an adult directed activity.
- The inspector checked evidence of staff suitability and sampled other documentation relating to the nursery school's activities.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Debbie Newbury

Full Report

Information about the setting

Marlborough House Nursery School re-registered in 2012 following a change in company name. It is one of two settings owned by the provider. Marlborough House operates from a converted scout hut in Long Ditton in Surrey. Children have access to a main indoor hall and secure outdoor play areas. Opening hours are from 9am to 3.15pm Monday to Friday during term time only. Children attend morning or afternoon sessions, or all day. Children come from the local and surrounding areas.

The nursery school is registered on the Early Years Register and cares for children aged two to four years. There are currently 58 children on roll aged from two to four years six months. The nursery school is in receipt of funding for the provision of free early education for children aged three and four years. It welcomes children with special educational needs and/or disabilities and children who speak or hear English as an additional language.

A team of eight members of staff, including the provider/manager, work with the children; The provider holds Early Years Professional Status (EYPS) and five members of staff are qualified to at least Level 3. The remaining two members of staff are currently working towards professional early years qualifications. The nursery school receives support from the local authority through an early years advisor.

What the setting needs to do to improve further

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

- display words from different home languages so that everyone sees their language reflected in the nursery school and all children have opportunities to learn about other scripts and share in one another's similarities and differences.
- build further on the range of children's experiences by responding to their suggestions during adult planned activities and promoting greater consistency in adult interaction with children outdoors.

Inspection judgements

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

Children make good progress in all areas of learning and acquire skills that will support their future learning when they move on to school. They are interested, active learners

who have fun as they engage in purposeful play. Children explore the different resources available and take part in a variety of activities. These are both self-initiated and adult supported. Children gain confidence and develop very good social skills as they play, chat and listen to other children. They use their imaginations as they act out stories, showing interest in one another's ideas. Children relish playing with the large wooden blocks, planks and tyres in the garden. They pick these up and move them into position to create an obstacle course. This then provides a good opportunity for them to challenge themselves as they move around the circuit they have designed. Children explore balance as they notice that some of the planks are 'wobbly.' Some children hold their arms out to improve their control and coordination while staff provide a helping hand for others. Children show lots of interest in the chiffon scarves that staff have tied to a fence and which are blowing furiously because it is such a windy day. They enjoy standing close to the fence and watching as the scarves billow out in front of them.

The quality of teaching is mostly good with many positive features. Staff engage children in conversation and ask questions that encourage them to listen and think critically. They plan interesting activities that support the letter of the week, which children find enjoyable. For instance, children remain engrossed as they go on a treasure hunt to find the letter X. They demonstrate understanding of what they need to do when staff offer clues of 'hot and cold' to help them work out where they need to look. They show their excitement when they finally find the last letter and excitedly ask if they can play the game again. Children are keen to listen to stories and staff make themselves available throughout the session to sit and read to them. Some children shine torches onto the dark pages of a story book as the member of staff asks them if they can see who is there. Group story time at the end of the session is delivered really well. This is because children sit in small groups or with an individual staff member. As a result staff can select different stories that are most appropriate for the range of children present. Therefore children have their individual needs met well. All of these measures help to support children's developing communication and language and literacy skills very effectively.

Children enjoy designing and building with small wooden blocks. They express their knowledge as they name some familiar shapes and learn the names of others that they do not know, such as cylinder. They talk about quantity as they chat with a member of staff about how many rooms their house will have. The creative area remains very popular with children throughout the entire session. This is well equipped with a variety of different media, materials and tools, which children explore freely. Some children attach paper to the easel so they can paint, while others create collages or carefully complete colouring in pictures. They understand the idea of naming their work and staff encourage this. Some children do this using correctly formed letters, while others make marks that are meaningful to them.

Children go on an autumn walk in the adjacent recreation park but otherwise, do not yet have many opportunities to go off site to explore their local community. This has been identified as an area for development. It is hoped, for example, to take children to visit a local post office and shop. The provider does, however, arrange for different people to come into the setting, such as the police and fire brigade. These visits help children find out about the different roles people play in society. Children take part in celebrations that relate to different faiths, such as Eid. Parents are invited to share their knowledge with

children at these times. Children also have the opportunity to take part in French lessons and a physical development class. All of these activities enrich the range of children's experiences and add to their understanding of the world.

Staff take account of what interests children and are using this as a basis to inform their planning. However, they occasionally do not always exploit all opportunities to use children's ideas as a way of extending their learning. For instance, children enjoy a music and movement session where they listen to a tape of different songs and rhymes and join in with the actions. One of the songs is about how animals move and children enthusiastically make suggestions for different animals and creatures, such as dragons. Staff do not take children's ideas forward though and children consequently simply move like the animals featured in the song. When children are outdoors, staff supervise them carefully and show interest in what they are doing. However, some adults do not utilise opportunities to engage fully with children, to further enhance their experiences and help them to fully develop their ideas.

Key persons know their children well. They have a clear understanding of their role and responsibility to meet children's needs and plan for their learning through observational assessment and planning. Parents are encouraged to be a full partner in this. The provision of comprehensive 'all about me' forms encourages them to share their knowledge about their children. Newsletters include reminders for parents to view their child's learning journal, and they are invited to regular consultations to discuss their child's progress. Parents can share in their child's learning, for example, by borrowing books from the nursery school to share with their children at home. The nursery school is successfully fulfilling the requirement to complete a progress check on children between the ages of two and three.

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

Staff spend time getting to know children and their families well. This begins with the settling-in process and then continues throughout the time they are part of the nursery school. Parents speak with the member of staff who will be their child's key person and they are encouraged to share their knowledge about their child. The provider is a highly visible figure, greeting children and parents on arrival and providing support where necessary. Some parents speak favourably about the reassurance they have received and the help given to ease their child's transition into nursery life. The key person system is well embedded, which means that children receive continuous support in their care and learning. Parents feel that key persons know children really well. The practice of allocating a first and second key person means there is a back-up if the first key person is not available. Children are very happy and enjoy good relationships with staff and other children. Staff treat children with warmth and kindness, interacting with them in a positive way and offering cuddles. This builds children's confidence and helps them to feel self-assured. Staff act as positive role models for cooperative behaviour. They encourage turn taking and explain that children will need to wait if someone else is playing with a toy they want.

Children are cared for in a child-centred learning environment. It is mostly very welcoming although there is little use of labelling in children's home languages apart from English. This means that opportunities are missed to value these and expose all children to different scripts and help them to learn about one another's similarities and differences. Children can independently help themselves to a broad range of easily accessible resources. Staff also set out some play materials ready to explore for when children arrive. They pay good attention to the presentation of these by linking associated items together. For example, staff offer puzzles portraying different people who help us alongside small world figures, such as a policeman and a fire fighter. They set out pictures and magazines about dinosaurs with the dinosaur toys. This approach extends the learning potential of these resources and provides opportunities to encourage discussion and promote language. Staff display children's artwork, adding to their sense of belonging and placing value on their efforts. Children have access to different outdoor areas and can make their own decisions about whether they play indoors or outside. The nursery school's sensory garden is particularly delightful with lots to excite the senses and invite exploration. For instance, children grow herbs here that they use in cooking.

Staff incorporate a free-flow approach to outdoor play as part of the session. This enables children to be physically active and spend time in the fresh air. Children wash their hands before eating and then help themselves to the selection of healthy options offered at snack time. They have good opportunities to develop their independence and self-help skills as they serve themselves and pour their own drinks. Older children chat about what they are eating and the vegetables they like and dislike. Growing vegetables, such as broccoli and potatoes provides children with meaningful first hand experiences to learn about growth and the importance of fresh vegetables as part of a healthy diet. Children learn about keeping themselves and others safe with the support of staff. Staff show children how to carry the chairs and move planks of wood in a safe way. They test children's recall as they ask them to tell them what they should not use their hands for. Children confidently announce that hands are not for 'pushing and poking.'

The nursery school puts in place effective arrangements to support children as they move on to school. Staff talk to children about going to school and they invite teachers to come in and visit. Staff also prepare a report about each child, the aim of which is to help ensure teachers are well informed about the children who will be starting in their classes.

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

The provider has a secure understanding of her responsibility to meet the requirements of the Early Years Foundation Stage. She is clearly passionate about providing a quality experience for children and promoting their welfare and learning and development. The provider monitors the provision and provides ongoing support for the staff team. This includes putting in place effective measures to promote continuous professional development, both for herself and her staff. This is demonstrated by the positive attitude of some individuals to pursue training beyond minimum requirements. For instance one member of staff is currently studying for a Level 4 and another for a Level 5. The provider

is qualified to degree level and holds Early Years Professional Status. All staff hold a valid first aid certificate and they attend a variety of short courses to help improve their knowledge and outcomes for children. Self-evaluation and reflection is used to good effect to identify strengths and areas for further development. Processes include seeking the views of staff, parents and children. Overall, staff are mostly well deployed and they work together as a team. This means that the session flows smoothly. All required documentation is in place. Policies and procedures are very detailed and guide practice.

Children's safety and security receives very good attention. Staff have a confident understanding about their responsibility to safeguard children. They attend regular training and have discussions about safeguarding issues. The provider implements stringent procedures for recruitment and vetting to assess the initial and ongoing suitability of staff. Children are cared for in a safe and secure environment. Staff supervise children carefully and they identify and minimise potential hazards.

The provider has designed a comprehensive website that provides parents with a wealth of useful information about the nursery school. Parents can also view information on site. Parents and staff speak daily and staff record details of how children have spent their time on a white board outside the building. This enables parents to very easily find out about the highlights of the children's day. Home link books have recently been introduced to encourage parents to share details of activities or special events their children take part in at home. Staff can then use this information for discussions with children. The provider has introduced some interesting ideas to help strengthen existing links with families still further. For instance, a parent has taken on the role of parent representative. Parents are mostly very positive about the nursery school and the staff caring for their children. One parent states 'staff are great and my child loves it. There are lots of opportunities to get involved.' Another offers the view 'It is very good. My child wants to come and I like that children get to play with others of different ages - it's a sociable little group.' The nursery school implements effective measures to work in partnership with any other agencies or early years settings children attend.

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	EY451360
Local authority	Surrey
Inspection number	885613
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	36
Number of children on roll	58
Name of provider	Marlborough House Nursery School Ltd
Date of previous inspection	not applicable
Telephone number	02083986161

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

