

# Dorking Nursery School Sure Start Children's Centre

Dorking Nursery School, West Street, Dorking, Surrey, RH4 1BY

<b>Inspection date</b>	16/01/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	1 Not Applicable
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- The safeguarding and welfare of children is highly successful because staff have excellent systems in place that protect children and help them protect themselves.
- Children flourish in the very well-organised, safe, welcoming and inclusive environment. They settle extremely quickly, show very high levels of confidence and independence and are extremely motivated to learn.
- Excellent partnerships with parents mean that there is a united approach to meeting individual children's needs, extending their learning and helping them make very good progress.
- Leadership successfully evaluate the quality of the nursery, which provides them with a thorough awareness of their clear strengths and areas for further development.

## 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, indoors and outside.
- The inspector talked with available staff and parents, and held discussions with the head teacher.
- The inspector examined documentation including a representative sample of children's records, policies, staff training records and staff suitability records.
- The inspector looked at arrangements for keeping children safe.
- The inspector examined a sample of parents' feedback from questionnaires.

## Inspector

Nadia Mahabir

## Full report

### Information about the setting

Dorking Nursery School is part of a Sure Start Children's Centre. It is a maintained nursery school and has provision for 2 year olds which is registered on the Early Years Register. Children have access to several base rooms and a secure outdoor play area. The nursery operates from 8.45am to 11.45am term time only. Parents can extend to 12.30pm with a lunch. The nursery receives funding for the provision of free early education for two-, three-, and four-year-olds. There are currently 29 children in registered provision on roll. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. A total of six staff work directly with the children. Of these, all hold relevant qualifications at level 3.

### What the setting needs to do to improve further

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

- enhance the already excellent provision for younger children's outdoor learning by providing them with further opportunities to see and recognise familiar words and numbers that complement those offered indoors.

### 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, vibrant and stimulating environment in which to learn through play. They are highly motivated, secure and enthusiastic which enables them to make rapid progress in their learning and development. The room is carefully laid out with a wealth of inviting activities set up in designated learning areas. They settle to tasks quickly with no prompting and immerse themselves in drawing, writing, pouring or building. Staff teach children through very well balanced group activities and free exploration sessions to ensure that children have time and freedom to become deeply involved. Staff provide inspiring and motivating role play areas which act as an exciting base to extend children's creativity. For example, children excitedly dress up as knights to fight a dragon to defend their castle. The staff organise the morning very skilfully so that there are purposeful and highly interesting challenges and children show strong commitment to what they do.

Children are captivated at group time as a member of staff shares a book about trains. She reads with animation, pacing the story well and allowing children to become actively involved. Children excitedly talk about their experiences on their journeys. They are completely engaged throughout circle time because it is consistently interactive. They listen with interest to each other and communicate confidently in the group situation. Children of all ages independently choose a very good range of books with great interest.

Children write purposefully indoor and outside in a wealth of activities. They draw, paint and run their fingers through trays of sand and gloop to make patterns and shapes. Staff teach mathematical language continually throughout play and children use it very well as a result. Children count and clap in number songs, count accurately at group times and learn to recognise numerals correctly. They use their extensive knowledge of shape, size and position to complete puzzles, to sort objects, to build constructions and to make calculations. Through high quality teaching in the indoor environment, older children develop an excellent knowledge of sounds and letters in preparation for school. However, there are fewer resources in the outside area to further children's understanding of words. Nevertheless, children are progressing very well in literacy as older children write their names on their work and recognise their names on their peg. This means that they are fully aware that written text has meaning and that their name represents something that belongs to them.

Staff plan explicitly for children's individual needs. All key persons share pertinent development information with parents and there are clear logs of discussions about things that children have done in the setting and at home. As a result, parents feel fully enabled to approach their child's key person or a member of the management team. Plans consider all of children's learning and development needs and key persons fully respect children's individual learning styles. Children with special educational needs and/or disabilities are well cared for by caring and experienced staff. They work very closely with parents, health care professionals and other outside agencies to help children learn and develop to their full potential. For example, they hold regular meetings to discuss progress and set precise individual targets which are implemented well by all staff. Staff write detailed progress checks for two-year-olds which highlights how children are progressing towards developmental milestones. These are shared with the parents and health visitors, promoting excellent consistency of care.

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

Children are cared for in an extremely warm and welcoming environment. Rigorous daily checks ensure all areas are clean and safe to promote children's health, well-being and independent exploration. Key persons also share welfare information with parents. This enables them to react to any changes in children's welfare immediately to fully promote their health and safety. Children are very well behaved. Staff are excellent role models. They use consistent strategies and age- and stage-appropriate explanations to provide children with a clear understanding of acceptable behaviour. Staff speak clearly and softly to them, giving them plenty of time to reply. The clear daily structure and well established routines enable children to be fully aware of what to expect. Staff promote excellent independence skills throughout the morning with two-year-old children as they successfully manage to use the toilet and wash their hands on their own.

Children learn to adopt healthy lifestyles. They take great pride when choosing different fruits at snack time, serving themselves and pouring their own drinks. These skills support children's next stage in their learning, preparing them for their moves within the nursery and on to other settings and school. The local authority provides balanced and nutritious

meals. Children learn about making healthy choices in their food through discussions at mealtimes and the activities provided. Children enjoy a wealth of activities in their garden, including physical play equipment and games. They benefit from the free flow between the indoor and outdoor areas. They play outdoors in all weathers, actively putting on hats and coats to keep themselves warm. The local area is used extensively to enable children to explore nature and different features of their environment. For example, children visit their Forest school, this results in their learning being considerably enhanced with activities and the use of natural materials in their play.

Staff provide an exceptionally inclusive environment, allowing children to play on the floor, stand or sit at tables or lay on large soft cushions. These provide for individual preferences and support children to become active learners who make rapid progress. Children independently choose from well-organised resources and equipment in a clean, bright and colourful environment. They are confident and develop warm and friendly relationships with staff and peers. The excellent key person system means that a strong bond is formed with children and their families and provides a familiar point of contact for both children and parents to facilitate the sharing of information, ensuring that all needs are met. Children are very well prepared for transition to the maintained nursery and there are close links with local primary schools. Staff form very successful links with other practitioners who are also involved in children's care and learning. This ensures consistency of care and a very smooth transfer between the settings.

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

All members of senior leadership team have an excellent understanding of their responsibility in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. They are experienced in dealing with safeguarding issues and concerns and ensure that all staff understand and follow correct child protection procedures. The setting establishes and maintains excellent partnerships with all external health and safeguarding agencies and other early years settings involved with children to ensure a consistent approach to supporting children's individual learning and welfare needs. Staff undertake regular risk assessments for all areas used by the children and this creates an extremely safe environment for them to play. Comprehensive policies and procedures, including a complaints policy, are shared with parents. There are detailed procedures for vetting and assessing the suitability of practitioners. Excellent induction procedures help new staff to be confident in implementing the nurseries' policies and procedures effectively.

All staff have a very good knowledge and understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Their extremely close monitoring of children's progress helps them successfully identify any gaps or differences in learning, such as where children learn better in an outdoor environment. This enables staff to adapt activities and plan according to individual learning styles as well as needs. Assessment of children's starting points on entry is highly effective due to the close working relationships between the staff and parents. Parents are encouraged to

share detailed information about children's likes, dislikes, stages of development and family background in a comprehensive document. All key persons share pertinent development information with parents and there are clear logs of discussions about things that children have done in the setting and at home. As a result, parents feel fully enabled to approach their child's key person or a member of the leadership.

Partnerships with parents are exemplary. 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 parents' notice board and regular updates in newsletters. Parents state when asked, 'I could not recommend it highly enough'. Parents feel very supported and praise the nursery for providing information and guidance on childcare and child development issues, such as behaviour management, weaning issues and dietary needs. A range of courses at the children's centre is also offered to parents. The head teacher has driven highly effective partnerships with local authority advisors and other professionals involved in children's care. She communicates effectively with other carers involved with children to make sure that staff assess children's progress accurately. As a result children's needs are fully met at all times. Children benefit greatly from this close attention to their needs

Leaders have an accurate view of their nursery. They are able to identify their key strengths and recognise how further development will enhance their already high quality service. In-house training is also used to enhance practice. Successful mentoring and peer observations are an additional tool for driving improvement. Staff are highly skilled and continue to develop as they are encouraged to gain further qualifications and extend their knowledge, improving outcomes for children. They work extremely well together as a team to evaluate provision and make improvements where necessary.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY303024
<b>Local authority</b>	Surrey
<b>Inspection number</b>	941963
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Dorking Nursery School Sure Start Children's Centre Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01306 882397

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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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