

# The Howard Nursery

Howard Of Effingham School, Lower Road, Leatherhead KT24 5JR



<b>Inspection date</b>	25 April 2019
Previous inspection date	9 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Managers and staff have a positive attitude towards continuous development and strive to improve. For example, they have improved their partnerships with parents since the last inspection. They have identified and implemented effective methods of communication, which has had a positive impact on parents' involvement in their children's learning.
- The key-person system is effective. Staff know children well and have a secure understanding of their individual needs and interests. Children thoroughly enjoy their time at the setting and are making good progress.
- Partnerships with other settings that children attend are good. Staff actively share information with additional key persons, which helps provide a consistent approach to children's ongoing learning and development. Relationships with local schools are strong. Managers and staff work collaboratively with teachers to ensure children's moves are seamless and they know what to expect.
- Managers and staff work hard to research and attend specific training that they feel will benefit individual children's needs. For example, some staff have recently attended training specifically for children with special educational needs and/or disabilities (SEND). This has had a positive impact on how to manage the needs of these children and adapt the environment in order for them to settle more effectively.
- The quality of teaching is good. However, staff do not routinely further this to a higher level in order to fully extend older children's learning opportunities.
- Sometimes, staff miss opportunities to interact and further develop children's knowledge of the wider world during some routine times of the day.

## What the setting needs to do to improve further

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

- strengthen staff's teaching skills further to enable them to fully extend older children's knowledge within the specific areas of learning
- make better use of teaching during routine times of the day to help increase children's understanding of the world.

### Inspection activities

- The inspector observed activities and staff's interactions with children indoors and outdoors.
- The inspector viewed some children's development records, discussed their learning with staff and tracked their progress.
- The inspector took part in a joint observation with the manager.
- The inspector spoke to managers, staff and children at appropriate times during the inspection.
- The inspector spoke to some parents and read written feedback to gain their views on the setting and staff.

#### Inspector

Hannah Barter

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff have a secure knowledge of their role and responsibilities in protecting children from possible harm. They have a good awareness of the procedures to follow should they have concerns about children's well-being and the importance of sharing information. Recruitment and induction procedures are robust. Managers work closely with new staff to ensure they feel confident in their role and are given a mentor to support them in their early days. Staff receive regular supervision sessions with the manager, which enables them to discuss their practice and identify ongoing development. The manager monitors children's development effectively. She reviews their observations, tracks groups of children's progress and works with staff to ensure they are providing good learning opportunities to support children's ongoing progress.

### Quality of teaching, learning and assessment is good

Staff have a good knowledge of children's interests and use this to plan an environment and activities which children are keen to explore and take part in. For example, children confidently used their manipulative skills as they selected sequins to make pictures, while others enjoyed making animal prints in a cornflour and water mixture. Children have constant access to the outdoor area. This enables them to make independent decisions about where their learning takes place and successfully supports those who choose to be active. Staff support children's communication and language skills effectively. For example, they use lots of narration and repetition for younger children and ask a range of open-ended questions to those who are older. This helps develop children's knowledge and descriptive language.

### Personal development, behaviour and welfare are good

Children arrive happily and separate from their parents with ease. Children have secure relationships with staff. For example, they share information about their home lives and show affection towards staff. Children feel safe and emotionally secure. Staff are positive role models. They treat children with respect, provide constant praise and encouragement and value them as individuals. Children behave well and as expected for their age. Children have an abundance of opportunities to be physically active. For example, they balance on beams, learn to negotiate space while using ride-on toys and chase their friends with wands during imaginary play. This helps contribute to their healthy lifestyles.

### Outcomes for children are good

All children, including those with SEND, make consistently good progress in preparation for future learning. Any gaps in their learning are quickly identified and support is put in place to help close them. Children are extremely active learners who have impressive imagination and self-help skills. They enjoy taking part in imaginary games, which enables them to demonstrate strong problem-solving and social skills. Children are able to concentrate for long periods of time during their chosen activities, which helps prepare them for school.

## Setting details

<b>Unique reference number</b>	EY489605
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10076491
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Thpt Services Limited
<b>Registered person unique reference number</b>	RP534622
<b>Date of previous inspection</b>	9 May 2016
<b>Telephone number</b>	01372 453832

The Howard Nursery registered in 2015 and is based in Leatherhead, Surrey. The setting is open Monday to Friday, from 8am to 5pm, for 43 weeks a year. It receives funding to provide free early years education for two-, three- and four-year-old children. 10 members of staff work with the children, eight of whom hold relevant childcare qualifications to a minimum of level 3.

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