

Chiddingfold Village Nursery School

Inspection report for early years provision

Unique reference number	119986
Inspection date	15/06/2011
Inspector	Catherine Greenwood
Setting address	Chiddingfold Village Hall, Coxcombe Lane, Chiddingfold, Godalming, Surrey, GU8 4QF
Telephone number	01428 683251
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Type of setting	Childcare on non-domestic premises

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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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Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Chiddingfold Village Nursery School was registered in 1992. It operates from a large hall and a smaller room in the village hall in Chiddingfold, Surrey. Children also have access to an enclosed outdoor play area. The nursery school is open on Mondays and Tuesdays from 9.00am to 3.00pm, Wednesdays and Thursdays from 9.00am to 1.00pm and Fridays from 9.00am to 12.00 noon, term time only. The setting is in receipt of funding for the provision of free early education to three and four year old children. The nursery school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 39 children in the early years age range may attend the nursery at any one time. There is no provision for children aged under two years. There are currently 62 children aged from two years to the end of the early years age range on roll who attend a variety of different sessions. The nursery school currently supports a number of children with special educational needs and/or disabilities. There are nine members of staff, of whom eight hold appropriate early years qualifications to at least National Vocational Qualification (NVQ) level 2. The nursery school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The manager has high aspirations, which are driven by on-going in-depth analysis of the quality of the provision. As a result, actions taken are well targeted and have an outstanding impact in improving outcomes for children. Key strengths of the provision are the exceptional range of exciting resources and visual images that successfully promote children's learning. There is a highly committed and professional staff team, who work closely with the manager, other agencies and parents to meet children's individual needs. regardless of background or ability.

What steps need to be taken to improve provision further?

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

- use assessment to plan the next steps in children's developmental progress and regularly review this approach.

The effectiveness of leadership and management of the early years provision

The setting places a strong emphasis on safeguarding children. Designated staff fully understand their responsibilities to safeguard children's welfare and work effectively with relevant agencies to protect children. They understand the

procedures to follow should they have any concerns about the welfare of a child in their care. Clear vetting procedures ensure all staff working with children are suitable to do so.

The environment, both indoors and outside is subject to thorough and rigorous risk assessments that ensure identified risks to children are minimised.

Recommendations made at the last inspection have been met. The manager uses her considerable knowledge, to consult with staff and parents and influence decisions that lead to improvement within the provision. For example, since the last inspection she has successfully obtained a grant from the local authority, which has been instrumental in improving the range of resources, outside play area and children's toilet facilities.

Self-evaluation is outstanding. Annual questionnaires are used to obtain parents and children's views about the provision and practice is changed according to their responses. Steps have been taken to enrol on a local authority quality assurance improvement programme, with clear aims for providing a transparent service and developing staff confidence. Action plans are made available for parents to see at any time and are updated in relation to the on-going practice issues identified within the provision.

Staff work extremely well as a team, are very clear about their roles and responsibilities and have a clear commitment to continual professional development. This can be seen in relation to the significant increase in staff qualifications since the last inspection. There is a clear commitment to continuous improvement of the setting to improve outcomes for all children.

The organisation of all play areas is exceptional. This includes a wealth of resources that successfully enables children to learn both indoors and outdoors. This is achieved through the use of a well organised 'free flow' system. The garden is a highly stimulating environment where visual images play a key part in encouraging children to make good use of this area. For example, the pirate scarecrow that children have made for the village fete is now displayed on the fence near to a wooden play boat.

The provision actively promotes equality of opportunity. All children and their families are valued and appreciated by staff. Positive images and posters around the nursery school increase children's awareness and knowledge of the diversity of people within the local community.

Excellent communication with local schools enables information about children's individual needs and learning to be shared. This means that the support that children will need when they start school is identified and worked on in collaboration with the school. The nursery school special educational needs co-ordinator is persistent with following up any referrals, which means that clear targets and plans are identified and implemented for children with special educational needs and/or disabilities. This includes the adaptation of the environment and equipment. Staff use activity ideas provided by other agencies, as well as training resources, to help these children make progress. Visits from the local library and the Sure Start play bus help to develop parent's knowledge of

community resources that exist within the village, as children borrow books to take home.

Parental involvement is excellent. For example, they recently brought in new born lambs for children to bottle feed and other parents regularly donate flowers for children to touch and feel. Since the last inspection, a nursery school website has been created, that provides lots of on-going information. "Stay and play" sessions are used effectively to share children's assessment records with parents on a one to one basis and seek their views about their children's developmental progress at home. Parents comments show they are extremely happy with the nursery school. For example, they say "this is a really fantastic nursery, my child is very happy and it is a home from home" and "since the manager has been at the nursery it has changed and improved dramatically" and "the integration of different age groups is good, there are long standing members of staff who know the families really well, understand how the provision works and bring lots of different skills".

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

Children benefit from an exceptional range of well planned activities and resources that take account of their individual interests. Additional one to one support is provided for children during some sessions to implement targets within individual education plans and speech and language recommendations.

All children make excellent progress in their learning and development and show a strong exploratory approach. They appear extremely happy, well behaved and co-operative, and are familiar with what is expected of them by the staff. Their sense of independence and self-help skills are exceptional, due to the stimulating environment and the positive and supportive approach from staff. Children show high levels of motivation and have an enthusiastic and excited approach to everything on offer.

Staff have an excellent knowledge of each child's individual progress and the assessment records clearly identify their achievements towards the early learning goals. However, the 'next steps' for children's individual learning are currently not clearly identified, which restricts links to planning and the promotion of learning in all areas.

Staff are very inclusive of all children during discussions and this ensures that less confident children have opportunities to take part and develop their communication skills. A light box, torches and a wide selection of stones in different shapes and sizes are used in an activity to promote children's understanding of numeracy. Children develop an excellent knowledge of technology and how things work. For example, they use cameras, headphones to access CD stories, are encouraged to use the computer and a liquidizer to make smoothies.

The children learn about the role of people within the community, for example, through visits from the fire service and police. Children learn about other cultures

and faiths through activities such as dragon dances to celebrate Chinese New Year, and try authentic Diwali treats brought in by parents for snack time. Celebrations such as "Holi" provide children with opportunities to contribute their thoughts about the strengths of their friends, which are displayed on a board. Children listen to stories about Easter and Christmas read by the local vicar and attend a leaving ceremony at the Church, as part of the school transition process. A "fair-trade" fortnight is used to promote children's understanding of the wider world.

Children develop excellent physical skills as they take part in music and movement sessions, go on outings to a tennis court, run freely in a field and use of climbing equipment in the park. Adult-led activities such as ring games, obstacle courses, parachute games, and a wide variety of wheeled toys and climbing apparatus, both indoors and outdoors, successfully promote this area of children's development. Children express themselves freely, as they dance to classical music linked to the "seasons" and also listen to native American music, where they learn to keep in time to the rhythm.

Children have outstanding opportunities to develop an interest in books and stories. For example, they make and decorate large cardboard boxes, which they then use in role play area to act out the stories. Staff give careful consideration to the provision of resources that promote children's imaginative play. For example, the pretend opticians has a wide selection of glasses, sight charts, mirrors, and tills.

Children explore sound as they play musical instruments in an enthusiastic way. For example, they choose to join others and ring bells, bang tambourines and shakers, as they attempt to play in unison and initiate their own ideas. Children develop their creativity as they explore a wide range of media. They interpret their own designs, for example, as they draw pictures of members of their family and tell staff "I love daddy because he watches football".

Staff encourage children to think about their own safety and whether they can take on a challenge, for example, when they are playing on the climbing frame. Children develop very good independence as they help themselves to healthy snacks. The excellent organisation of snack time, means that children's play is not disrupted and they enjoy choosing where to sit together at small tables. Implementation of good hygiene procedures means children are protected from the risk of cross infection. The exceptionally attractive outdoor play area encourages children to be active and healthy.

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

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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	1
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