

# Grayswood Nursery School

Inspection report for early years provision

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**Unique reference number** 120049  
**Inspection date** 08/07/2010  
**Inspector** Christine Clint

**Setting address** The Village Hall, Grayswood, Haslemere, Surrey, GU27 2DE

**Telephone number** 01428 658931

**Email**

**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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

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**

Grayswood Nursery School opened in 1981 and operates from Grayswood Village Hall, which is near Haslemere in Surrey. Children attend from the village and the local area.

The nursery accepts children from the age of two years and six months. There are currently 43 children on roll in the early years age group. The nursery provides funded educational places. Morning sessions operate during school term times, from 9.05am until 12.05 pm from Monday to Friday and children can stay for lunch club until 12.45 pm. Children can attend various sessions. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to care for a maximum of 28 children in the early years age group.

There are 10 members of staff who work with the children and six staff have early years qualifications in child care and education. All staff hold current certificates in first aid training. The setting has close links with the village school and the wider community and there is regular contact with the local early years network. The nursery supports children with special educational needs and/or disabilities and those learning English as an additional language.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The nursery is exceptionally well managed. Very effective systems have been introduced to meet all areas of the Early Years Foundation Stage. Ongoing evaluation shows a clear dedication to continual improvement. Action plans are in place to show how identified areas are being targeted, to maintain and increase the quality of children's welfare and learning. There is a high level of team work and strong staff continuity, which enhances the close links with children and their families. Children are valued, included and considered at all times, their needs are at the forefront of all that happens in the nursery.

## **What steps need to be taken to improve provision further?**

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

- encouraging parents to review their children's progress regularly to see how their contributions are used in their child's record of learning and development.

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

The nursery has developed strong systems to safeguard children and these are continually appraised and managed through very effective risk assessments. For example, the nursery has improved security by installing a new door and entry system, to monitor and manage the shared use of the building. They have increased the ratio of staff to children to ensure that continual outdoor play is available, especially as children are now offered a wider area of the village green. The risk assessments for outings show a high level of detail to manage children's safety, especially when using public transport. There is a comprehensive awareness of child protection and the nursery supervisor has updated her knowledge of current systems; she has a clear understanding of the procedures to be followed and all parents are provided with the nursery policy and procedures. Records show that all staff checks are completed and details are available to meet the regulations. The nursery has well-established policies and procedures for all areas of the provision. Parents and the committee are encouraged to review these to ensure they meet the needs of children, families, staff and comply with the Early Years Foundation Stage.

The leadership and management is highly successful in recognising the strengths and weaknesses of the provision and in developing strategies to raise the quality of the setting. Children have continual input in making decisions. They contribute to ideas for activities, they help to design the layout of the nursery resources and have created a 'wish list' for new outdoor play equipment. Staff talents and expertise are also recognised and areas of responsibility are shared. All staff have key children and have developed a thorough understanding and knowledge of children's characteristics and levels of ability. Children's development records are in place and their starting points are clearly discussed with parents. Staff record observations during children's play and these are used to measure children's abilities and plan for their next steps in learning. Several systems have been used to monitor children's progress and the nursery supervisor has currently developed a colour-coded chart to enable staff to manage this more easily. This shows her dedication to maintaining high standards and to ongoing reflective practice.

The nursery has excellent resources, which enable children to have a wide choice and continual opportunities for outdoor play. Staff show thorough skills of organisation setting up all equipment daily and planning to meet all areas of learning, as well as the diverse range of children's needs. This includes recognising that the hall is large and can be overwhelming for younger children, staff show support and ensure that cosy areas are always available. Children can look at pictures during the short group time when they arrive and this reminds them what resources are available. They are able to access the 'self-choice trolleys' and find items at any time during free play.

The nursery shows a strong commitment to encouraging all children to learn about the wider world and several areas of activity are regularly included to develop children's understanding. A large world map is displayed showing countries that are connected with the nursery; children who previously attended have moved to

Zambia and they write letters to keep in touch. Staff introduce a variety of celebrations from other cultures and use the expertise of parents and children attending. Children hear about 'Flat Stanley' who travels around the world and this creates dialogue and a sharing of different experiences. The nursery has an improved balance of gender amongst the staff, which encourages children's understanding of equal male and female roles.

There are very positive relationships with parents and carers, they are significantly involved and influence changes in the setting. The nursery has included a detailed questionnaire for parents and this has resulted in several changes to the provision. For example, parents taking their children to school nearby wanted the nursery sessions to be available slightly earlier and this has been included. Parents were also instrumental in negotiating the security system on the main entrance and the increased use of the village green. Parents show strong support for the nursery by forming the committee and helping to fundraise, they have regular newsletters and access to notices and information. Parents and carers volunteer to help at snack time and often take part in the activities; they are welcome to spend time with their children during the session. Parents are informed about their children's levels of learning and some parents have seen the records of development. The nursery has systems in place to encourage them to contribute and share children's achievements.

The setting is highly committed to working in partnership with others. There are close links with the local school and children often spend time on supervised walks in the school playground woodland area. Children are taken for transitional visits the term before they start school and the nursery encourages visits from teaching staff. The nursery supervisor maintains links with the early years network and the local health visitor. She seeks advice from a range of professional specialist when needed and fully promotes and highlights the needs of individual children.

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

Children are thoroughly settled and happy in the nursery, they know the routines and feel totally secure; this promotes their confidence in moving freely to make their own choices. Children have individual welcomes from staff. They self-register when they arrive and interact with staff and each other as they group together. This enhances their sense of belonging and helps to establish relationships. Children learn about each other and celebrate birthdays; they learn to show their feelings through smiling and singing together. Staff encourage all children to use their fingers for counting each other's age and they readily count in sequence. Children learn what will happen during the session and look at pictures to enable them to select resources. Staff automatically include letter sounds as they talk about the days of the week. They learn from each other as older children recognise it is Monday and they can name other words beginning with M; children are given praise, which raises their self-esteem. Children recite a birthday poem together and watch as the candles are lit. They are encouraged to learn about the danger of matches while they watch, they automatically respond saying they 'might get burned'.

Children seek each other out for role-play activities and they quickly establish a pretend game. They wear hard hats and start to arrange the large wooden building equipment. They find the toolbox and position a cardboard clock at the side; they talk about the weather and link this with the time, they say 'it's too late to build and it will rain'. They pretend to stir the cement and confidently say they have seen builders do this. Children use different voices and pretend the wood is falling into the stream; they respond to each other and create a dramatic scenario, which adds excitement. Children talk about the size of the wood and recognise when it is heavy, they are challenged by handling the different shaped pieces and they work together. They are very effectively developing language and learning to co-operate.

Children are using a variety of materials to make musical instruments; they talk about electric guitars and show the shakers they have already assembled. They are adept at joining materials and use scissors, glue and sellotape to achieve their plans; children are easily able to find the resources they need and they show strong self-reliance. They are reminded about safety with scissors. Staff question children to ensure they understand why they must stay in one place when cutting. Older children show enthusiasm for making an accordion and they draw a decisive plan that they discuss with staff, who help them to make a start. Children have many pictures showing safety symbols. They clearly recognise the skull and crossbones sign, they say 'don't go near me' when staff ask them what it means.

Children spend a large part of the session playing outside. They can choose larger physical apparatus or spend time digging in the sand trough, or sit with staff to enjoy quieter games on the mat with cars and trucks. They organise these into different groups and count the vehicles in a line. Children understand the boundaries because staff use cones to widen the area and children know they must ask permission to go outside the cones. Children ride tractors and scooters and follow an obstacle course, which encourages them to balance and crawl. They learn to take turns and join in with ball play. Children flourish in the fresh air and show increasing awareness of the world around them. They find insects and bugs, using a magnifying glass to look at them; they learn to recognise spider's webs and search for creatures there. Staff encourage children's learning at all times. All the outdoor vehicles are numbered and have a corresponding dedicated parking place. Children recognise numerals and count in sequence to reach number 12. Children make camps outside and hide under blankets; they enjoy pretend play that creates excitement or drama. They have developed their own fictional character called the 'cheese monster' and children have painted pictures of this imaginary figure. This has gained momentum and created further excitement because children continue to talk about where the cheese monster is hiding and they often search in the bushes.

Children show a keen interest in books. They delight in helping staff transfer books to the new display case, confidently making decisions about where books will be placed. There is a daily system of using book bags and changing books to read at home with parents or carers. Staff encourage children to remember and talk about the story they are bringing back. Children learn to handle books with care and place them back on the shelves before choosing a new one. Children have stories

every day; staff organise them into three smaller groups to ensure they can see pictures, listen and respond effectively. Children regularly have story time outside.

Children are frequently reminded not to run indoors, they are learning to differentiate between safety outside and inside. They all follow nursery routines for managing hygiene and these are embedded into the daily practice. Children know they must be supervised when using the toilets, as these are in the main entrance area, they also know they do not enter the kitchen. All children make their own decisions about when to have snacks and drinks. They sit with an adult to learn how to cut the fruit with a knife, they pour their own drinks and spread crackers with butter; they socialise well whilst carrying out these new skills. Children know that they need sun hats when playing outside and they automatically find the hatbox. There is ample shade to protect children from the hot sun.

Children show great interest in technology, they sit together to play computer games and this often encourages friendship and laughter. They negotiate the equipment for listening to music or stories. They sometimes sit for extended periods with headphones, concentrating and singing to themselves. Children are enthusiastic at group music and activity time. They learn to spread out in the hall and all join in with the movements, moving to the rhythm and following the actions. Staff often use a bag containing different items to prompt children's memories. This encourages children to think of different songs and link their thoughts. They learn to repeat words, to follow rhythms and to pronounce letters and words. The nursery encourages children to understand about other languages and some items are labelled in French.

There is extensive evidence to show the broad range of experiences that children have enjoyed at the nursery. These have often been larger scale role-play, special outings, visits from professionals or ideas from the children that have grown and extended. Children are playing a dynamic role in their own learning. They are eager, respond to challenges and gain excellent levels of achievement.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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