

Nursery On The Green

1 The Green, Frimley Green, Camberley, Surrey, GU16 6HF

Inspection date	02/04/2014
Previous inspection date	11/07/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 nursery is welcoming and inclusive. Children are content and happy in their play.
- Children behave well. They have an awareness of their own safety through staff interactions and their mascot 'Candyfloss' the nursery superhero.
- Staff offer children a broad range of activities and resources both indoors and outside. These activities span all seven areas of learning effectively.
- Children's development is supported well. Staff make accurate assessments of children's achievements and can therefore plan appropriately for children's next steps.
- Partnerships with parents are positive. They are involved in children's learning and provide staff with observations of what children do at home.

It is not yet outstanding because

- Staff do not fully make use of opportunities to talk to children about what is happening during activities to develop their thoughts and ideas.

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 in their play both inside and outdoors.
- The inspector sampled the nursery's documentation and children's learning stories.
- The inspector spoke with children, staff and parents.
- The inspector and the manager completed a joint observation together.
- The inspector read and took into account the nursery's self-evaluation form.

Inspector

Aileen Finan

Full report

Information about the setting

Nursery on the Green and Pre-school opened in 2000. It was acquired by Casterbridge Nursery Group in 2005 and was taken over by Bright Horizons Family Solutions in 2012. The nursery is registered on the Early Years Register. The nursery operates from self-contained premises in Frimley Green, near Camberley in Surrey. Children are grouped in four base rooms and have access to a soft play room. There is a separate garden for children under two years and a large outdoor play area for older children. The nursery serves the local community and surrounding areas.

It opens Monday to Friday from 8am to 6pm for 51 weeks of the year, closing only for Christmas and Bank Holidays. Early drop off and late collections can be accommodated. Children may attend for a variety of sessions. There are currently 94 children attending in the early years age range. The nursery receives funding to provide free early education for children aged three and four years. It supports children with special educational needs and/or disabilities and those who learn English as an additional language. The nursery employs 31 members of staff, including the management team. Of these, there are three staff on maternity leave. Of the remaining 28 staff, there are three apprentices and three staff who are unqualified. All other staff hold appropriate early years qualifications. The nursery also employs cover and kitchen staff. It receives support from the local authority Early Years Development and Childcare Partnership and staff from Bright Horizons Family Solutions head office.

What the setting needs to do to improve further

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

- broaden the discussions with children about what is happening and why during activities and play, to enable them to independently describe their thoughts and consolidate understanding.

Inspection judgements

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

Children have fun at the nursery. They enjoy their activities and toys, and play together happily. Staff provide play opportunities that span all seven areas of learning. This means that children benefit from a broad range of activities which prepare them with essential skills for their future development. The focus is on freely chosen play, however, staff lead focused activities during the week, which include cookery, craft, sport clubs, creative dance, football, French and gardening clubs.

Staff demonstrate a good understanding of the learning and development requirements

for the Early Years Foundation Stage. They know the children, their backgrounds and interests, through their discussions with parents when children start at nursery. Staff make accurate assessments of children's achievements and planning for individual children is secure. Therefore, children are making good progress in their learning in relation to their starting points. Staff encourage parents to be part of children's development stories, which helps staff to have a better understanding of what children do at home and their emerging interests.

Overall, staff are confident in their teaching and interaction skills. They engage well in what children do independently and promote children's communication effectively. For example, during the gardening club children know how to dig a hole ready to plant their carrot or bean seeds. They understand to leave a space between each seed, cover with soil and water. They explain the processes well. During some activities however, staff miss opportunities to help children explain their thoughts and understanding to broaden their discussions with children, so that children describe what is happening and why it happens during activities and play. Nevertheless, children have a range of opportunities to listen to one another, speak in groups, listen to stories or use the nursery library. The manager makes this a 'real life' experience for the children because she 'stamps' the books in and out and children can choose the book they want to take home to read with their parents.

Babies and toddlers benefit from a calm and stimulating environment. They explore using heuristic and sensory play materials and have regular opportunities to use the indoor soft play area. Toddlers meet for a group time. Staff are proactive in using a toy elephant as a prop and children understand that when they hold the elephant they can speak and share their suggestions. This gives children a voice and allows them to understand the importance of listening to one another. Preschool children cooperate happily in their play, whether it is in the outdoor classroom or indoor role play area for example. They use the computer and interactive white board, allowing one another to take turns and demonstrating their skills in controlling the mouse and keyboard. There is excitement as the nursery chick eggs start to hatch and the children crowd round asking questions about what is happening.

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

Children have warm relationships with the staff who care for them. Babies and toddlers receive lots of cuddles during the day and older children are confident to chat to staff as they play. Children are engaged in what they do. They demonstrate that they understand the routines of the day and staff expectations. They behave very well and therefore show that they feel safe, content and emotionally secure. Children are very happy at nursery. They enjoy a broad range of activities and play resources that promote their learning in all seven areas, both indoors and outside. They make choices about what they want to do, which supports their confidence and decision making.

Babies and toddlers have plenty of space to move about, which promotes their physical development securely. They take their naps according to their needs. On waking, younger children are given time to adjust and staff are readily available to source comforters and

give cuddles until children are ready to resume their play. Appropriate practice for nappy changing routines means that younger children are offered privacy but are safeguarded well. Staff provide toddlers with emotional support and encouragement when potty training and consequently they feel proud at their accomplishments.

Staff encourage children to be independent according to their age and ability. They encourage them to think about what they need for activities. For example, using gardening gloves. Children try hard to put their gloves on to the correct hand with limited supervision. All children understand the importance of washing their hands and even babies are encouraged to use the portable reservoir for hand washing prior to meals and snacks.

Children have regular access to the outdoors. Preschool children benefit from free flow opportunities that further support their play and exploration both indoors and outside. All children benefit from regular physical play outdoors and therefore receive plenty of fresh air. Activities and resources outdoors span all seven areas of learning and other professional providers offer football coaching and sports, that promote children's agility and coordination.

The nursery provides nutritious snacks and meals. These times are sociable occasions. Staff understand and adhere to children's dietary needs and allergies. Children talk about the foods they enjoy and the importance of drinking water. During the summer months, children eat the fruits and vegetables, which they grow outdoors during their gardening club. This means that they start to understand not only how food is produced but how it grows.

Overall children are very confident at nursery. They are developing secure social relationships with one another. Children benefit from a very inclusive and welcoming provision of care. Staff promote children's skills for the future well, which supports their readiness for the next stage in their learning.

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

Staff demonstrate a thorough understanding of the safeguarding and welfare requirements for the Statutory Framework of the Early Years Foundation Stage. All staff complete child protection children training as part of their robust induction. They demonstrate a secure understanding of the procedures to take should they have a concern about a child in their care. Staff are deployed effectively throughout the day and supervise children well both indoors and outside. However, this inspection was brought forward following a notification from the provider that two children were mistakenly left outside in the garden for a very short period as the other children returned indoors. Clear procedures, such as risk assessments, work effectively to ensure that staff carry out regular headcounts when children are moving between the indoor and outside play areas. Since the incident these have been reviewed robustly and further procedures, such as the doubling up of attendance register checks are set in place to ensure children are safe.

These new procedures ensure staff know where children are at all times. Staff are very supportive in helping children to be aware of their own safety and have introduced the nursery mascot 'Candyfloss'. He helps children to understand the importance of waiting for staff to count them both in and outside and about the importance of holding on to rail when coming down the stairs.

The leadership and management of the nursery are highly effective. The manager is only recently in post but has worked at the nursery for a considerable time. She is fully aware of her role and responsibility. For example, she demonstrates her awareness of how to notify Ofsted in relation to any significant event. Recruitment and induction procedures for new staff and systems for the supervision and training of all staff are robust. Consequently, staff morale is high.

The nursery implements robust policies and procedures, which they share with parents so that they understand the procedures that support children's health and well-being. Staff adhere to these procedures appropriately. Thorough risk assessments of the environment and effectively managed daily checks both indoors and outside promote children's safety well.

Staff have a good understanding of the learning and development requirements for the Early Years Foundation Stage. They know the children very well and demonstrate a good understanding of children's backgrounds and interests. Staff use their regular observations to compile accurate assessments of children's achievements. They are therefore able to plan effectively for children's next stages of their learning. Staff are confident to make timely interventions when needed.

There are well established partnerships with other professionals working with children. The partnerships with a broad selection of feeder schools are also well established. Parents are positive about the care their children receive. They explain that staff are supportive and that their children settle well and are happy to attend. Parents of children learning English as an additional language state that staff support children well in acquiring a good standard of English. The nursery has a parent committee group who are proactive in helping staff evaluate their priorities for the future and in helping other parents to be involved in both social events and how to support their children's learning at home. The nursery has been proactive in evaluating their priorities and as a result, the management team are confident of the strengths and plans for future improvement. Staff in each room compile a 'learning story' which helps them to reflect on how their room is set up to meet children's needs. For example, how activities can be adapted and how parents can be further involved in children's learning and activities.

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

Unique reference number	EY374460
Local authority	Surrey
Inspection number	956877
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	80
Number of children on roll	94
Name of provider	Casterbridge Nurseries Ltd
Date of previous inspection	11/07/2013
Telephone number	01252 838686

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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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