

St Hilary's Nursery

Inspection report for early years provision

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Inspector Penny Wood

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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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Description of the setting

St Hilary's Nursery was registered in 2009. It is part of St Hilary's Independent School, and is located within a converted house in the centre of Godalming, Surrey. The premises are accessed via a level pathway, with disabled access from the front of the school. Children have use of three classrooms and a secure covered outdoor play area. The extensive grounds surrounding the school are also available for the nursery children.

The nursery offers two sessions a day from 9.00am until midday, and 12.30pm to 3.30pm, Monday to Friday, for 35 weeks of the year. Children may attend for the whole session or for a variety of shorter sessions, as required. The nursery is registered to care for no more than 12 children from two years to under three years at any one time. There are currently 13 two-year-olds on roll who play alongside the three and four-year-old children who attend St Hilary's Independent School.

The nursery currently supports children who have special educational needs and/or disabilities. The nursery employs eight members of staff including the manager who holds qualified teacher status. Appropriately qualified staff work directly with the two-year-old children.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish within the stimulating environment of the nursery. They benefit from their own dedicated base area, but also from spending time with the three and four-year-olds during play and activities. Excellent procedures ensure children's individual needs are met well and all children are included within the wide range of challenging activities. Children benefit from an exceptional outdoor area, which is used as an extension to the indoor learning environment. The nursery has very good systems to ensure consistency and continuous improvement within provision, for example, through regular in-house training opportunities.

What steps need to be taken to improve provision further?

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

- continue to develop good hygiene procedures during snack time.

The effectiveness of leadership and management of the early years provision

Children benefit from highly effective strategies that ensure their safety and welfare. Thorough risk assessments completed by vigilant staff ensure hazards are

promptly identified and action taken to minimise risk. For example, iced over puddles on cold mornings are quickly sprinkled with salt to ensure they no longer pose a hazard to children when enjoying the outdoor area. The knowledgeable staff possess an in-depth understanding of the safeguarding policy, with excellent strategies in place to monitor and record concerns, as required.

Stringent recruitment and induction procedures ensure staff are suitable to work with children and possess a good understanding of the policies and procedures. Ongoing training is paramount within the nursery. For example, time is set aside during in-set days to extend staff's knowledge of new initiatives and to ensure their continuous professional development. Such opportunities are also seized to review policies and procedures in order to embed high priority issues, such as safeguarding, within staff's practice. Clear rotas are displayed to ensure all staff and volunteers are clearly aware of their role and responsibilities during each session. Staff work highly effectively as a team, particularly in ensuring all children are engaged within a wide range of interesting activities within the stimulating environment.

Exceptional strategies ensure the inclusion of all children within the nursery, particularly those children with special educational needs or with English as an additional language. Strong working relationships are in place with external support agencies in order to promote children's learning and development. Parents play an important role within the nursery with very good systems in place for keeping them informed of children's progress and the time they spend in the nursery. Excellent strategies ensure children experience a smooth transition from the Wrens through to the older groups and the wider school.

Thorough systems for evaluating the provision enable the nursery to identify areas for development, which in turn embeds quality and drives future improvement. The nursery welcomes input from parents and children as to the strengths and weaknesses within the provision and uses information to inform future practice. Parents talk highly of the valuable opportunities to discuss children's development with their key worker in order to gain an insight and understanding of the progress they are making.

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

Children are making rapid progress within their learning and development and clearly enjoy their time within the nursery because of the high quality and attentive staff, who encourage children to develop to their full potential. Children thrive with the high levels of support they receive. They are keen participants in a wide range of challenging learning and play opportunities, which promote their development according to their individual abilities. Children are eager to participate, often approaching activities and asking staff if it is their turn. They quickly gain confidence within their group because the staff are attentive to promoting children's personal, social and emotional development. Staff know children well because of the small familiar group within the Wrens and use information provided by parents exceptionally well to support children when settling into the nursery.

routines.

A comprehensive planning system encourages children to make rapid progress across all areas of learning, which is promoted by the stimulating learning environment, both inside and out. Excellent systems identify children's strengths and areas on which to target future development.

Children benefit from opportunities to explore the calm nursery environment outside of their base room. Excellent strategies, such as participating in activities throughout the nursery enable children to gain confidence amongst others and to prepare them well for the move to the older groups. Staff deploy themselves exceptionally well in order to support children and to ensure they engage in activities. For example, the provision of a builder's hat for a young child provided them with sufficient confidence to engage in a construction activity with others.

Staff differentiate activities according to children's abilities and seize opportunities to extend children's learning. For example, they introduce new vocabulary within discussions. Children are able to make excellent choices and follow their own interests, particularly when playing outside. They are making new friendships throughout the nursery and enjoy coming together over familiar toys to talk about their play. The older children warmly welcome the two-year-olds and all children play exceptionally well alongside each other, which is promoted by the excellent role modelling by staff. Children use their manners well, such as saying please and thank you as appropriate.

Children experience excellent opportunities to learn about keeping themselves safe. For example, they are able to take risks within their play, particularly when playing on the large climbing frames outside. At all times, staff are vigilant in ensuring all areas of the nursery are well supervised to enable children to take risks and gain confidence within their physical skills. Staff skilfully initiate learning opportunities based around safety within children's play. For example, when playing outside on the bikes and tricycles, children stop at the zebra crossing to allow pedestrians to cross their road.

Children benefit from being physically active and clearly enjoy the outdoor area. The provision of healthy snacks and meals promote healthy living. However, children sit and eat on the floor during snack time, which does not encourage them to form good eating habits. Children regularly wash their hands in order to reduce the spread of germs and infections and enjoy opportunities to gain independence during such routines.

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

How effectively is the Early Years Foundation Stage led and managed?	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	2
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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