

Inspection of Tilford Meadow Nursery School

The Tilford Institute, Tilford Road, Tilford, Surrey GU10 2BU

Inspection date: 20 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and settle quickly at the nursery. They are greeted by caring and devoted practitioners, who welcome them warmly and draw them into friendly conversation. Children feel safe and secure in this nurturing environment. They are confident to seek comfort and reassurance from practitioners when they need it.

Children listen carefully as the manager engages them in a meaningful discussion about visiting the dentist. They share their own experiences as they eagerly ask questions and explain their knowledge about how to care for their teeth. Children demonstrate positive attitudes towards learning and are beginning to understand the importance of a healthy lifestyle.

Resources and activities are arranged to inspire and motivate children to actively learn as they play. For example, children enjoy exploring the inside of pumpkins and apples. They scoop and cut the fruits carefully with different tools while investigating the textures and seeds inside. Enthusiastic practitioners are on hand. They support younger children in making comparisons between the different sizes of fruits and explain how seeds can be planted for growth. Children benefit from high-quality interactions to support their learning.

What does the early years setting do well and what does it need to do better?

- The manager ensures that an ambitious curriculum is implemented consistently at the nursery. She has a strong knowledge of how young children learn and develop and is passionate about providing a high level of care and education. Practitioners work together to make sure that each child's progress is continually monitored and shared with their key worker. Practitioners are aware of how to identify any gaps in children's learning. Consequently, all children make good progress.
- Practitioners are confident at supporting children to develop their literacy skills. They enthusiastically read books to them, encouraging children to make up and remember stories with picture prompts and props. In addition, children engage in a range of mark-making activities throughout their day. Younger children thoroughly enjoy painting small pumpkins, and older children experiment with chalkboards in the inviting outside play space.
- Parents are exceptionally happy with the great level of communication and support they receive from the manager and their child's key worker. They share that they can easily access information about their child's progress and are frequently invited in for parents' evening. Parents of children with special educational needs and/or disabilities describe how much they value the support and information they have been offered by the manager. Parent partnerships are strong.

- Children develop some good independence skills. They actively put on their wellies and waterproof clothing as they get ready for outside play. However, occasionally, practitioners support some older children with simple tasks they could do for themselves. As a result, children are not consistently challenged as much as possible.
- Children are supported in understanding good manners and how to play nicely with one another. Older children understand the importance of sharing resources and how to take turns. Occasionally, practitioners give inconsistent instructions without an explanation. Consequently, at times, children do not fully understand the reason for certain rules and do not always follow them.
- The well-being of practitioners is supported well. They share that the manager understands the burden of paperwork. She implements strategies to support them in making this less time consuming so that they can be always with the children. The manager also completes regular supervisions with each practitioner to ensure their ongoing suitability and identify any training needs that arise.
- Communication and language skills are fully encouraged and supported by practitioners. They engage children in conversation at every opportunity and frequently introduce new words. For example, younger children play with toy cars and look at books with pictures of different vehicles as practitioners repeat the names of them clearly. Children are supported in gaining a broad vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

The manager implements a robust safeguarding policy to ensure the safety and welfare of all children. She consistently ensures all practitioners receive regular, in-depth safeguarding training that extends their knowledge to a remarkably high level. Practitioners have excellent knowledge of the procedure they should follow should they ever be concerned about an adult working with children. Alongside this, practitioners also have a sound understanding of the signs and symptoms of abuse should they be concerned about the welfare of a child. This includes knowledge relating to gender-based violence.

What does the setting need to do to improve?

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

- develop a more consistent approach to helping children understand the behavioural expectations of the nursery
- enhance the support for older children to complete more simple tasks for themselves, to extend their independence skills even further.

Setting details

Unique reference number	EY421334
Local authority	Surrey
Inspection number	10228555
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	48
Number of children on roll	0
Name of registered person	CS Nursery Schools Ltd
Registered person unique reference number	RP530372
Telephone number	07786 515 866
Date of previous inspection	19 October 2016

Information about this early years setting

Tilford Meadow Nursery School registered in 2010 as a limited company. It is one of four settings run by CS Nursery Schools Ltd. It operates from Tilford Institute on the outskirts of Farnham, Surrey. The nursery school is open between 9am and 3pm, depending on the age of the children, during term time only. The nursery school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are eight members of staff, six of whom hold appropriate childcare qualifications.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Practitioners spoke to the inspector during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.

We carried out this inspection 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.

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