

Pine Wood Nursery School

83 Burnt Hill Road, Lower Bourne, Farnham, Surrey, GU10 3LL



Inspection date	4 October 2017
Previous inspection date	24 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Parents speak very highly about the nursery. They comment on how their children's needs are met exceptionally well, through detailed discussions between themselves and staff. Parents are pleased with the continued progress their children make and comment on the extremely positive effect the regular nature walks have on their children's emotional and physical well-being.
- Children form very good relationships with staff. They are encouraged to independently complete activities for themselves and they freely seek the support of staff when needed. Children are happy, settled and extremely confident.
- Children achieve well during their time in the nursery. Staff accurately assess their individual starting points and build on them well. Children are well prepared for starting school.
- Children develop a good understanding of diversity beyond their own family. For example, the environment is rich in dual-language displays and resources that positively promote diversity.

It is not yet outstanding because:

- Staff do not fully use their own professional judgement about what children know and can do, to plan highly challenging next steps for children's learning.
- Some creative activities are too adult-led and focused on the end result rather than children's individual learning.

What the setting needs to do to improve further

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

- build staff's confidence to use their own knowledge about what children know and can do, to plan even more challenging and individual next steps in children's learning
- extend opportunities for children to express and represent their own thoughts and ideas, to further enhance their creative skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector discussed planning and children's progress with key persons and the manager. She discussed staff's suitability and qualifications and the nursery's self-evaluation process with the manager.
- The inspector spoke to staff about their knowledge of child protection and the procedures they follow to keep children safe.
- The inspector spent time with parents and children and took account of their views.

Inspector

Nina Lambkin

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of the procedures to follow if there are concerns about the welfare of a child or the conduct of a member of staff. There are robust procedures for staff recruitment, including induction sessions and ongoing support and training, which help to ensure consistent good quality in teaching. The manager and staff effectively evaluate their practice and areas of development for the nursery. They use these reflections to make improvements to their current practice, such as how to make the observation and assessment process more meaningful. Staff link with other professionals who are involved in children's care. They use their partnerships with others as one way of providing consistent care for children.

Quality of teaching, learning and assessment is good

Staff use their observations to make assessments on children's development. They understand the different ways in which children learn, providing good resources, activities and support to meet their overall needs. For instance, children develop early mathematical skills as they match quantities to numerals when ordering little teddy bears. Staff gather details of children's interests from parents when children are new to the setting, to help provide stimulating and interesting activities for them. They also gain information about children's home languages so that they can plan how to support children learning English as an additional language. For example, staff use visual prompts of key words in children's home languages to help them communicate their needs.

Personal development, behaviour and welfare are outstanding

Children demonstrate exceptionally high levels of self-esteem and emotional well-being. They are confident, independent, and build excellent relationships with all staff. Children express their ideas, feelings and needs exceptionally well. They make choices about their play and learning and take part in experiences that challenge and interest them. Children have an abundance of opportunities to develop their excellent physical skills. For example, they freely access the well-resourced outside area and regularly spend time in local woodland exploring their environment, taking risks in their play and learning about the world around them. Children demonstrate great respect for each other and staff. They listen well and easily follow instructions. They talk to each other kindly and are very sociable in their play. For example, they invite their friends to join in with their games and offer to help each other as they play and learn.

Outcomes for children are good

All children, including those who are in receipt of funded education, are making good progress in their learning and development in readiness for school. For example, older children take part in focused activities to enhance their listening and attention skills, such as learning about the weather and days of the week. They engage wholeheartedly in activities with imagination and energy. For example, they talk about money and how much things cost as they buy and sell real fruits and vegetables in their role-play shop.

Setting details

Unique reference number	EY472590
Local authority	Surrey
Inspection number	1069954
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	36
Name of registered person	CS Nursery Schools Ltd
Registered person unique reference number	RP530372
Date of previous inspection	24 June 2014
Telephone number	07786 515866

Pine Wood Nursery School registered in 2013. It is located in Lower Bourne, near Farnham, Surrey. The provision is in receipt of funding for the provision of free early education for children aged two, three and four years. It opens on Monday, Tuesday and Thursday from 9am to 3.05pm and on Wednesday and Friday from 9am to 1pm, term time only. There are eight members of staff who work with the children, six of whom have appropriate early years qualifications at level 3 and above.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

