

# St Mary's Nursery, Camberley

Watchett's Recreation Ground, Park Road, Camberley, Surrey, GU15 2SR



## Inspection date

12 March 2018

Previous inspection date

Not applicable

## The quality and standards of the early years provision

**This inspection:**

**Inadequate**

**4**

Previous inspection:

Not applicable

Effectiveness of the leadership and management

Inadequate

4

Quality of teaching, learning and assessment

Good

2

Personal development, behaviour and welfare

Inadequate

4

Outcomes for children

Good

2

## Summary of key findings for parents

### This provision is inadequate

- The management does not have a clear understanding of its safeguarding role and responsibilities. It failed to follow the necessary procedures and inform the relevant agencies of allegations made against staff, and did not notify Ofsted as required.
- The management does not effectively reflect on the setting's practice and identify all areas for improvement. This results in breaches in statutory requirements and compromises children's welfare.
- Staff do not consistently ensure that all parents are aware of their children's precise next steps in learning, or use all opportunities to encourage parents to share information on their children's current abilities and achievements at home.
- Staff do not challenge older children to gain early literacy skills, for example, to practise writing for a purpose.

### It has the following strengths

- Staff make good use of their observation of children to assess their progress and identify their next steps in learning. All children, including those who have special educational needs (SEN) and/or disabilities and those who speak English as an additional language are making good progress from their starting points.
- Staff create a calm environment and develop strong bonds with children.
- Children benefit greatly from the rich outdoor learning environment and take part in outdoor activities every day.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ ensure that management has a clear understanding of its safeguarding responsibilities and responds appropriately to any allegations made against staff, in line with the guidance of its Local Safeguarding Children Board (LSCB)	27/03/2018
■ improve knowledge and understanding of notifications that need to be made to Ofsted.	27/03/2018

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

- improve self-evaluation to identify all areas of weaknesses, breaches of requirements and areas to improve more effectively
- build on the positive relationships with parents even further and consistently ensure they are aware of their children's precise next steps in learning and contribute what children are achieving at home, to strengthen their learning and development
- challenge older children to gain the skills they need in preparation for early writing.

### Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the manager, provider, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

**Inspector**  
Jane Franks

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The management team did not follow the appropriate safeguarding procedures. It did not inform the Local Safeguarding Children Board when an allegation was made against a member of staff or seek appropriate guidance from the local authority designated officer. This significantly compromises children's welfare. Furthermore, it did not notify Ofsted of this significant event, as required. The self-evaluation process is weak and has resulted in gaps in safeguarding knowledge not being identified. The manager supports staff in their professional development. Staff are keen to continue to extend their knowledge to help them benefit the children. For example, they have completed training to deepen their understanding of how to support children who have specific and complex needs. Staff are not consistently sharing precise details on children's next steps in learning to help maximise children's learning at home and at the setting. However, they are transitioning to a new online system to help record and share information with parents. Parents comment that they are happy with the care and learning their children receive.

### Quality of teaching, learning and assessment is good

Staff provide good support for children who have SEN and/or disabilities. They track the progress of individual and groups of children. This enables staff to promptly highlight any gaps in children's development and provide them with support, to help them catch up. For example, staff have increased experiences for boys to help engage them in mark-making activities. However, the manager recognises that there are opportunities to develop these experiences further to challenge older children to practise their early writing skills. Staff provide good opportunities for children to be creative. For example, children enjoy painting with fruit and vegetables. Staff support children's language skills well. For example, they encourage the children to discuss the different textures of the fruit and vegetables.

### Personal development, behaviour and welfare are inadequate

Breaches of the statutory requirements compromise children's welfare and well-being. That said, children behave well and play together cooperatively. Older children are kind and caring towards the younger children and encourage their friends to join in with their play. Children enjoy fresh air daily. They develop their muscles, for example, eagerly digging up stones. Children learn to problem solve and work out how to transport their stones to their self-created imaginary gravel pit in the garden.

### Outcomes for children are good

Children develop good independence skills. For instance, older children collect their own cups and bowls at snack time and cut up their fruit. Children learn to take safe risks. For example, they learn to use tools safely and negotiate their way over apparatus. They gain the necessary skills in preparation for the next stage in their learning, such as school.

## Setting details

<b>Unique reference number</b>	EY556342
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1120974
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	St Mary's Nursery CIO
<b>Registered person unique reference number</b>	RP543361
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01276 581309

St Mary's Nursery opened in 2004 and re-registered in 2018. It is located in Camberley, Surrey. The nursery is open Monday to Friday from 8.45am to 2.45pm. The nursery is in receipt of funding to provide free early education for children aged two, three and four years. There are eight members of staff working with the children. Of these, one holds early years professional status, four hold appropriate early years qualifications at level 4 and two hold qualifications at level 2.

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.

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