

# Red Balloon Ockham

Pound Farm, Cobham KT11 1NH



<b>Inspection date</b>	25 October 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Not applicable	

Effectiveness of leadership and management	Outstanding	1
Quality of teaching, learning and assessment	Outstanding	1
Personal development, behaviour and welfare	Outstanding	1
Outcomes for children	Outstanding	1

## Summary of key findings for parents

### The provision is outstanding

- Children, including those who have special educational needs, and those learning English as an additional language, make outstanding progress. Staff's observations on children are insightful. Their assessments are precise and children's progress are closely tracked and supported through observations and regularly reviewed individual support plans.
- The delivery of whole group activities by staff in older toddler and pre-school room is inspirational. Staff are extremely skilled at keeping children interested and focused during story and rhyme time, and group discussions.
- Children's establish exemplary relationships with their designated member of staff and form strong friendships with each other. The settling-in procedure for new children is highly successful in minimising any anxiety between parent and child. Baby room is delightfully tranquil and exceedingly well run by staff to support babies' individual needs, such as sleep times.
- Staff forge outstanding partnerships with parents and outside agencies, such as speech and language therapists, and the schools that children transfer to. Parents are fully involved in planning for children's individual learning. They receive a wealth of information to help them support children's progress at home. They hold the setting in very high regard.
- Managers make excellent use of self-evaluation to identify and target priorities for improvement, such as for developing staff's expertise in supporting children who have complex speech and language needs. They track the progress of groups of children extremely well, and identify and target promptly any emerging gaps in achievement.

## What the setting needs to do to improve further

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

- create even more inspiring activities for babies, toddlers and pre-school age children to engage in pretend and imaginary play that supports understanding of their immediate and wider world to the highest possible level.

### Inspection activities

- The inspector observed children engaged in activities and staff interactions with them, indoors and outdoors.
- The inspector sampled a range of documentation relating to safeguarding and staff suitability, and discussed children's progress and self-evaluation.
- The inspector sought and took account of the views of parents.
- The inspector held meetings with managers, including the setting manager, deputy manager and the organisation's quality development manager. She also conducted joint observations of staff practice with the manager and deputy.
- The inspector conducted joint observations with managers of staff's interactions with children, and of children engaged in play and learning.

### Inspector

Amanda Tyson

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. The whole team has an exceptionally strong understanding of their individual responsibilities for protecting children from abuse and neglect, and exposure to extreme views. Recruitment and vetting procedures are rigorous and effective in ensuring children are cared for by suitable staff. Staff receive regular and high-quality supervision and professional development support. They are immensely well supported by managers to apply what they learn from training, such as for presenting writing and painting opportunities in variable ways to inspire the interest of all children.

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

Staff are highly observant and skilled at noting children's emerging ideas and inspiring them to develop these even further. For example, after seeing children pretend that sponge sticks in water play were ice lollies, staff inspire them to use play dough and little sticks to make ice creams. Children become enthused by staff's playfulness and subtle comments and questions. For example, they colour their dough ball blue to represent 'blueberry flavour'. However, there is scope to improve the presentation and resourcing of imaginative play areas for younger children, and to provide even more diverse and challenging role-play opportunities for older children. Staff plan exciting first-hand experiences to support children's learning, for example, through forest school teaching, visiting the farm and the recycling centre. Staff have an excellent understanding of babies' interest in exploring and experimenting using their senses. For example, babies squeal with delight as staff shower them with autumn leaves encouraging them to scrunch and hide their legs and hands beneath them.

### Personal development, behaviour and welfare are outstanding

The setting places extremely high priority on promoting outdoor play and learning, and teaching children about health and safety. Older children learn how to climb trees and about nature hazards, and how to behave around a fire when attending forest school sessions. They visit the allotment regularly to tend their growing vegetables, and know about and enjoy eating healthy food. Staff are very well trained to promote good, and manage challenging behaviour. The excellent behaviour of older toddlers is particularly inspiring. Children learn to respect and understand differences between people. For example, children enjoy fun activities during the festive period of Diwali and regularly visit elderly people in a local care home whom they sing to.

### Outcomes for children are outstanding

Children are exceptionally well prepared for the next stage of their learning, such as transfer to an older age group room or school. Pre-school children competently serve themselves lunch. Toddlers learn to put on their shoes and coats. Children use exceedingly well-developed language to express their feelings and ideas. They enthusiastically decide the price of ice creams or work out how to balance different-sized blocks to prevent their structures from collapsing. Children develop strong early reading and writing skills. Pre-schoolers recognise and write their names, and learn to link letters to the sounds they represent.

## Setting details

<b>Unique reference number</b>	EY538639
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10079117
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	68
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Red Balloon Ockham Limited
<b>Registered person unique reference number</b>	RP538638
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01932 866244

Red Balloon Ockham registered in 2016. It is one of three privately owned full day care provisions. It operates from a converted farm building. The nursery operates Monday to Friday, all year round between 7.30am and 6.30pm, closing over the Christmas period. There are currently 21 staff employed excluding domestic staff. The manager and deputy hold qualifications in childcare and education at level 6. The pre-school leader has achieved qualified teacher status and one other member of staff working in pre-school holds a diploma in Montessori teaching at level 3. A total of 11 staff hold childcare qualifications at level 3 and two at level 2, and four staff are unqualified. The nursery receives early education funding for children age two-, three- and four-years-old.

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