

# Red Balloon Weybridge

4 Balfour Road, WEYBRIDGE, Surrey, KT13 8HD

## Inspection date

Previous inspection date

17/09/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Children benefit from a good range of purposeful activities that continually promotes their learning and development.
- Children gain good communication skills because the quality of teaching is effective and staff skilfully use effective questions to help children to think.
- Parents are effectively involved in their children's learning and development because there is effective two-way communication with the child's key person.
- Thorough self-evaluation ensures that the nursery is continually working towards improvements that benefit the children most.

### It is not yet outstanding because

- The organisation of the routine in some age groups some means children are sitting for quite some time which does not always meet their needs well.
- The organisation of mealtimes means that the older children have limited opportunities to serve their own food, make choices and learn about portion size.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector made observations of children while playing both inside and out.
- The inspector viewed documentation and looked at children's individual records.
- The inspector held discussions with staff and parents.
- The inspector interviewed the manager and owners of the nursery.

## Inspector

Sarah Morfett

## Full Report

### Information about the setting

Red Balloon Weybridge registered in 2013. It is a privately owned nursery and the second nursery owned by the same providers. It provides full day care and it is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery operates from a refurbished building in a residential road in Weybridge, Surrey. There are four age-related playrooms plus a baby sleep room. Children have access to shared outdoor play areas. The nursery serves families from the local and surrounding villages. Children attend for the full day. The nursery support children with special educational needs and those who learn English as an additional language.

The nursery opens from Monday to Friday all year round excluding a week at Christmas and all bank holidays. It operates from 7.30am until 6.30pm. There are 24 members of staff working with the children, of these 23 members of staff hold a recognised early years qualification and there is a qualified cook. The manager has Early Years Professional Status and they nursery employ a qualified nursery teacher. Currently there are 98 children on roll all of whom are in the early years age group. The nursery receives support from the Early Years Development and Childcare Partnership. The nursery is a member of the National Day Nurseries Association and the Preschool Learning Alliance.

### What the setting needs to do to improve further

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

- review the organisation of the children's daily routine, for example, during and after meal times, to further enhance opportunities to develop children's independence and ensure that all children's needs are met.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

An effective key person system means parents and children benefit from consistent support from a familiar adult. Before children start, the manager carries out a home visit to meet the children and parents. During this visit, the parents get an induction booklet to complete about their children's needs, capabilities, likes, dislikes and interests. This means that on the settling visits parents can discuss their child's individual needs in depth with the key person. This good quality information provides a firm base for establishing children's starting points.

The key person undertakes meaningful observations of the children to assess how they

are developing. They evaluate them to track children's development so they know children are making suitable progress expected for their age and stage of development. The observations and tracking system help to inform the planning for each individual child. Staff carry out a progress check for children between the ages two and three. This helps them identify children's achievements, learning priorities and seek extra support. The staff have good experience working with other agencies to support children effectively. Consequently, they work hard to close any gaps in children's achievements. This means that all children make good progress, at their own pace, in relation to their starting points. Parents have good opportunities to see their children's development records, as these are readily available for them to help themselves to as they wish. There are frequent parent's evenings, where the key person shares details of children's progress with them. Parents contribute to the children's records, sharing details of progress children make at home. This means they are effectively involved in their children's learning and development.

Staff focus on providing activities that engage children, develop their skills and ensure they develop positive attitudes required for school or the next stage in their learning. Young children enjoy singing with the staff, joining in with simple nursery and action rhymes. For example, they take turns in choosing from a box of animals as they sing 'old McDonald had a farm' making the appropriate sounds for the animals. This means that the young children learn sounds that lead to new words and build vocabularies well. Children learn about their local community as they write letters and go on a trip to the post office to post them to their homes. This excites the children when they receive their letter through the post. Staff help them to consolidate their learning by providing 'post office' role play so they can act out their experiences. This means that children can make sense of the world around them as they take part in everyday experiences. There are good opportunities for children to play outdoors. Children enjoy taking part in an organised sports activity provided by an outside company who help them to learn to control their bodies while they practise skills, such as kicking a football, running in different directions and throwing balls. Children can use a wide range of materials to develop writing skills. For example, younger children play with play dough squeezing and squashing in their fingers, which help to build strength in their hands so they can learn to hold and control writing implements. The older children use tools in the dough, play with sand either wet or dry, making marks with their hands, or tools and other equipment. Consequently, children of all ages develop early writing skills well.

The quality of teaching is effective in supporting children's progress. Staff skilfully challenge children's thinking by asking open questions as they play. They use their observation of children's capabilities to ensure activities are challenging and are meeting all children's needs effectively. They display a large variety of words in the home language of the children in the nursery. They use a particular script that supports children's understanding of writing as they will use this when they transfer to school. As a result, of the effective teaching methods and interaction all children move forward in their learning and development at a good pace.

**The contribution of the early years provision to the well-being of children**

Children benefit from a light, bright and stimulating environment. There is a good range of toys and resources that cover all areas of learning. This means that, overall children have a good balance of experiences. However, in certain age groups some aspects of the children's routines, particularly after dinner, are not so well organised so children move from one sedentary activity to another. Routines in the older age group flow well. Overall, they develop independence in most activities. However, they are not encouraged to serve their own food, which limits their opportunities to make healthy choices and learn about portion control. Children have regular trips out of the nursery to local places of interest. In addition, outside companies come in and provide good learning opportunities for the children. For example, they bring interesting animals for the children to get close to and touch. Each company provide a risk assessment before they come. Staff make sure that parents are aware of the visit and that there are no children who are allergic to the animals. During the visit staff make sure children are happy to join in, they let those who are reluctant sit a short distance away to observe. They are vigilant, watching the children to make sure those who have chosen to join in are comfortable. At the first sign of distress or discomfort, the staff remove the children to a distance they feel comfortable with. As a result, children gain confidence to try new things.

Staff give high priority to children's safety in the nursery. They carry out daily checks of all areas to ensure children can play in a safe and secure environment. There is a good range of safety equipment in place and a secure dropping off and collection procedure. Children demonstrate their understanding at lunchtime by talking about how to use the cutlery safely. Children's physical and emotional well-being is catered for well. They form strong attachments to staff that support them well. Young children are settled and have confidence to move and explore the areas around them, from the secure base. Children's individual needs are met well for example, nappy changing is carried out regularly, recorded and monitored to ensure children well-being.

All food is cooked freshly on the premises and children thoroughly enjoy the snacks and meals they have. They have cups of water within easy reach so they can help themselves to a drink regularly. Young children are offered drinks often to help them learn to recognise when they are thirsty. Children develop a good understanding of hygiene routines as they wash their hands before they eat. Even the babies learn routines as staff wash their hands after having their nappy changed. This helps them to develop their understanding of good hygiene from an early age.

There is a strong reflection of diversity throughout the nursery, meaning all children and parents feel valued. Staff manage children's behaviour well with age appropriate strategies. They get down to children's level and talk quietly to them about why the behaviour is not acceptable. Staff give all good behaviour lots of praise and use reward charts to reinforce children's efforts. This means that children learn right from wrong well. Staff remind children to be kind and polite to each other promoting a culture of respect for everyone. This makes children feel valued and as a result, they gain strong sense of belonging.

**The effectiveness of the leadership and management of the early years**

**provision**

The leadership and management of the setting are strong and the team demonstrates a commitment to offering a high standard of care. Arrangements for safeguarding children are effective and well established. A comprehensive range of policies and procedures underpin the nursery's strong practice. Staff have a good understanding of these, in particular the safeguarding policy. This is comprehensive and includes examples of signs and symptoms that would indicate a child was at risk. Staff explain clearly what they would do if they were worried about a child. All staff have regular training about child protection to ensure that they have secure knowledge to protect the children from risk of harm and neglect.

There is a clear focus on staff suitability and their personal development. A robust induction, recruitment and vetting system is successful in ensuring staff are well qualified and effectively checked upon employment. The nursery employs their own bank of support staff so there is consistency for the children. The senior staff carry out regular supervision and appraisals to identify staff training needs and support staff in their roles. Training is given high priority to ensure all staff have a good understanding of children's learning and development to support them to make the best possible progress they can. Adult: child ratios are well maintained and in most cases are over and above the requirements. Consequently, children benefit from the consistent support of staff who are familiar with their needs.

The whole team are effectively involved in the evaluation process. Staff have time to reflect on their practice within each room. They make changes that they feel will benefit the children in their care most. For example, changing the areas round to provide a more cosy quiet area. Children and parents give their views on the nursery through discussion and questionnaires. This is then used to inform an action plan to help the nursery maintain continuous improvements.

Children benefit from clear partnership working with a range of outside agencies and services. They have good links with the local children's centre, special needs advisors and early years advisors. The nursery works closely with the teachers from the schools children will attend to aid smooth transition for all children. The parents receive a wide range of information about the nursery and their child's development. They have good access to the comprehensive range of policies and procedures, including a clear procedure to follow to make a complaint. The management team deal with complaints efficiently and ensure they use the outcome to shape improvements for the nursery. Parents are kept in touch with an electronic newsletter that is emailed to them weekly. This has details of nursery events and celebrates children and staff's achievements. The same system is used to communicate with parents so they always know what is happening in the nursery. Parents spoken with during the inspection state that they are thoroughly happy with the care their children receive and value the feedback they get on their child's progress. They know they can speak with their key person whenever they wish. They state that they feel effectively involved with their child's learning and can see the progress their children have made since starting at the nursery.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

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.

## Setting details

<b>Unique reference number</b>	EY457466
<b>Local authority</b>	Surrey
<b>Inspection number</b>	934591
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	70
<b>Number of children on roll</b>	98
<b>Name of provider</b>	Red Balloon Nurseries Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01932866505

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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