Chiddingfold Village Nursery School

Unique reference number (URN): 119986

Address: Chiddingfold Village Hall, Coxcombe Lane, Chiddingfold, Godalming, Surrey, GU8 4QF

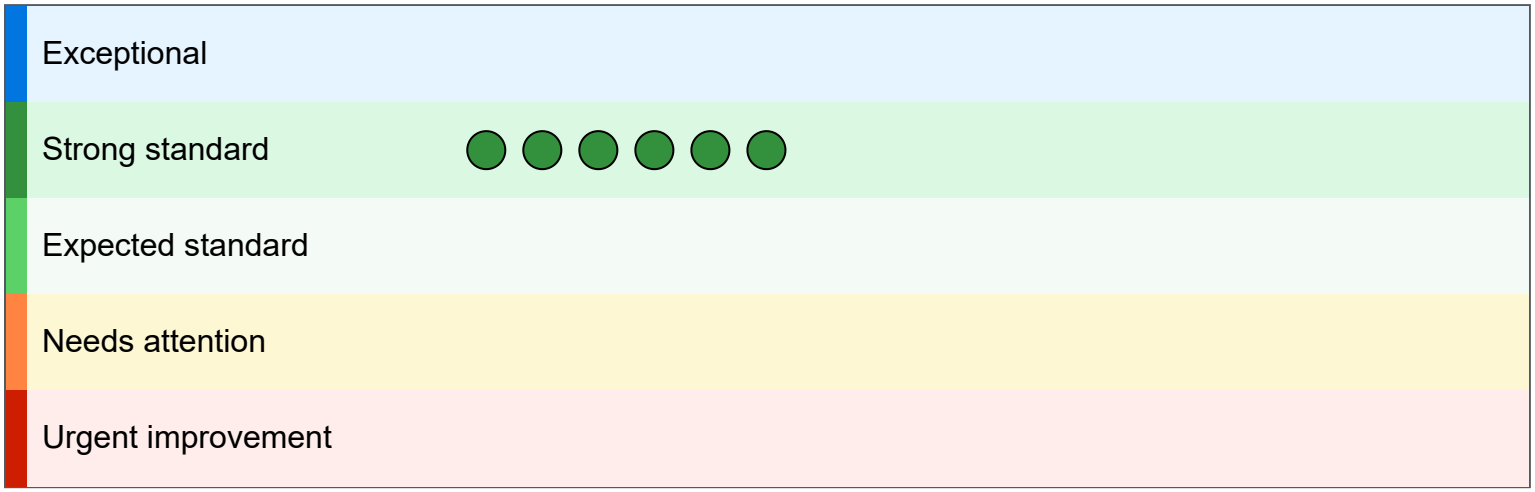
Type: Childcare on non-domestic premises

Registered with Ofsted: 14/10/1992

Registers: EYR, CCR, VCR

Registered person: Chiddingfold Village Nursery School Committee

Inspection report: 12 May 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Achievement

Strong standard

Children eagerly participate in activities. They happily share resources and successfully take turns with their friends. They show growing independence in their self-care. Young children pour their own drinks and understand how to use taps to collect water into containers as part of outside play. They confidently explain what they are doing and joyfully invite others to join them in their games.

Children make rapid progress, particularly in developing their listening and attention skills. They learn to concentrate, focus, listen to staff and follow their instructions. Children sit patiently at story time, waiting for their friends to take their turn feeding the hungry caterpillar. Younger children demonstrate highly developed communication skills and notable social confidence. For example, they confidently involve the inspector in their search for 'fire ants', explaining why they need to take care. They explore their emotions, express their thoughts and share their ideas with confidence.

Children who face barriers to learning, including those with special educational needs and/or disabilities (SEND), make significant progress in their development. For example, children with SEND show great enthusiasm as nurturing staff help them to engage in meaningful play and engage positively with their peers. As a result of this inclusive and targeted support, all children develop the essential skills they need to move successfully from one stage of education to the next.

Behaviour, attitudes and establishing routines

Strong standard

Leaders have created a harmonious, respectful and inclusive culture where children feel secure, valued and confident to explore and learn. Staff model expectations of behaviour and instil a sense of belonging and community. Children are consistently kind and eagerly take turns in games and group discussions. Well-established routines help children to understand what will happen next, providing stability and supporting their sense of safety. Children consistently demonstrate positive attitudes to learning and behave thoughtfully, supported by staff who model respectful interactions and encourage children to develop advanced social skills.

Leaders work closely with parents and carers to promote regular and punctual attendance. Clear procedures monitor attendance and follow up absences, so children benefit fully from their education. Staff act as admirable role models. They gently guide children to be considerate, share resources and take turns. As a result, children collaborate effectively with one another. For example, they work together to mix natural materials, such as bark, leaves and mud, to create 'cupcakes', chattering about the need for a rubber mat when the tray comes out of the oven. These shared experiences strengthen children's social skills and sense of teamwork, helping them to form positive and meaningful relationships.

Through nurturing relationships, clear routines and personalised support, children develop independence, resilience and confidence. Staff develop positive relationships with all children. They ensure that children feel safe and valued, so that when there are altercations

or minor disagreements, children know they will be supported and staff will be fair and balanced in their responses. Children thrive in the safe and inclusive environment, building the skills and attitudes they need to succeed and be well prepared for the next stage of their learning journey.

Children's welfare and wellbeing

Strong standard

Leaders consistently prioritise children's welfare and wellbeing, ensuring that policies, procedures and practices are regularly reviewed, updated and implemented effectively. The setting provides a welcoming, nature-rich environment where children feel safe, secure and confident to explore, play and engage with others. Daily outdoor play supports children's physical development, curiosity and emotional wellbeing, giving them opportunities to develop confidence, coordination and resilience. Young children confidently explain how they are feeling and why that might be.

Staff provide nurturing and responsive care, promptly meeting children's individual needs to ensure their safety and wellbeing. The effective key-person system enables staff to get to know children well and understand their individual needs, allowing them to respond sensitively and build secure attachments. Staff gather detailed information from parents before children start, including children's allergies, feeding preferences, daily routines and toileting. They respect parental wishes and use this information to support continuity of care.

Staff offer consistent, meaningful recognition for children's efforts and achievements. They proudly celebrate children's creations throughout the day. Staff also sensitively help children to understand and express their feelings, creating calm spaces where they can relax and enjoy books independently. Children who face barriers to learning receive targeted support to strengthen their social skills and build emotional resilience. As a result, all children develop a secure sense of emotional wellbeing and the confidence to manage their emotions and relationships effectively.

Curriculum and teaching

Strong standard

Staff deliver a highly ambitious, inclusive and well-sequenced curriculum that builds carefully on what children already know and can do. Teaching is of a consistently high standard and the curriculum aims are well embedded. Staff use ongoing assessment thoughtfully to fully understand children's starting points and track their development over time. Children are very well prepared for the next stage of learning, including school. Staff recognise that every interaction is an opportunity to support learning. For example, at snack time, conversations about food lead to discussions about the seeds planted by the children, and they recall prior experiences, building memory skills and a rich vocabulary.

Staff plan a variety of activities that develop children's physical skills indoors and outdoors. They practise balance, coordination and control as they climb, run, build and use tools. For example, when den building, children are supported to develop fine motor skills as they use large pegs and stack crates. Staff encourage perseverance and celebrate children's achievements, helping to build confidence and resilience. Children flourish in an environment where they feel safe, welcome and respected. Staff ask open-ended questions, expertly narrate play and give children time to think and respond, encouraging them to develop their own ideas and problem-solving skills. As staff know each child so well, they

can target exactly how they want to question and extend learning so that each experience is tailored to the individual child.

Staff actively enrich children's communication and language skills through purposeful discussions and high-quality interactions. Children rapidly acquire new vocabulary, such as 'larvae' and 'cocoon', and confidently use these words to describe what they see in real life and books. Staff promote children's mathematical development through regular counting activities and meaningful learning opportunities. For example, during outdoor play, children explore the concept of size by comparing 'big' fire ants to 'small' bugs they find, which supports deeper thinking and reasoning.

Inclusion

Strong standard

Leaders and staff make a clear and positive difference to the opportunities and experiences of children with special educational needs and/or disabilities (SEND) and their families. Staff are highly attentive to children's development and identify potential gaps in learning at an early stage, often when children are toddlers. Through careful observation and ongoing assessment, staff introduce appropriate strategies that help to reduce barriers to learning. This enables all children to take part fully in activities and routines alongside their peers.

Staff work closely with parents before children start, gathering detailed information to ensure that their individual needs are understood and met. There is robust support for children with SEND. Staff undertake thorough assessments and create detailed, individualised plans to provide targeted support. They ensure that targets for children with SEND are precise and ambitious, but achievable. Staff provide tailored interventions, including one-to-one support, specific equipment and focused activities, to develop children's attention and speech. Staff conscientiously review and amend plans to ensure that children with SEND continue to make excellent progress. This consistent, targeted support ensures that all children rapidly develop the skills they need to become confident, independent and resilient learners who truly thrive in the setting.

Leadership and governance

Strong standard

Leaders have a thorough understanding of statutory requirements and a deep knowledge of how children learn and develop. They are committed to providing high-quality education that enhances the lives of all children. Leaders use detailed analysis of strengths and areas for development to evaluate the effectiveness of the provision and make responsive adaptations to meet the changing needs of the setting. Leaders provide effective monitoring and oversight, ensuring that the setting continues to improve. For example, they have refined recruitment procedures and ensured that all staff have access to training that supports children's development as well as personal interests.

There is excellent teamwork and staff report feeling 'well supported' by leaders. Leaders use daily opportunities to review staff wellbeing and carry out regular supervisory meetings. These support staff to continue developing their practice and empower them to take responsibility for making improvements. Staff report high levels of job satisfaction and enjoy their roles. Staff training is relevant and impactful, enhancing teaching and learning, such as the use of sign language to include all children in interactions. Parents speak extremely highly of the setting, commenting that staff 'go above and beyond' in supporting their

children and they are 'very impressed' with the progress their children make. Leaders proactively work with local schools, other professionals and settings to share information so that children's needs can be met in times of transition to school or other settings.

Leaders are highly ambitious and reflective, working tirelessly to ensure that children receive the very best start to their early education. They have a clear and accurate understanding of the setting's strengths and promote a culture of continuous improvement and innovation. Staff fully embrace this vision, demonstrating commitment and dedication in all aspects of their work. Leaders question staff and include them in decisions that impact the experiences of children. For example, they are informed of any changes to outdoor provision or additional experiences, such as animal handling.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

What it's like to be a child at this setting

Children are truly at the heart of this unique setting. They arrive happy, smiling and eager to engage in a range of exciting activities. Children are offered opportunities to make informed choices about the activities they wish to explore in this highly stimulating and dynamic environment. This strongly supports their independence, curiosity and sense of identity. All children feel deeply involved, valued and appreciated during their time at the setting.

Children are very well prepared for the next stage of learning. Effective leadership, inspirational teaching, attentive care and the promotion of attendance ensure that children are supported to make excellent progress. Children thrive, feel a deep sense of belonging and achieve across all areas of learning.

Children demonstrate highly developed physical and communication skills, confidently expressing their thoughts and ideas. Younger children speak in complex sentences, which are advanced for their age, discussing how the caterpillars have turned into cocoons and what is going to happen next. Staff engage children in vocabulary-rich, meaningful conversations that extend children's language and thinking further. Children with special educational needs and/or disabilities are identified quickly and supported effectively. For example, staff use well-considered strategies, prompts and clear language to help all children communicate successfully and continue developing their skills.

Children form incredibly warm and nurturing relationships with all staff. Children rise to challenges with confidence and enthusiasm as staff are exceptional role models and instil a sense of resilience and perseverance. Staff are attentive, intuitive and responsive to children's needs, providing timely support when necessary. Children who are new to the setting benefit by spending lots of time with their key person, forming close and trusting relationships, which help to ease the settling-in process. Staff know children extremely well and skilfully identify and remove barriers to learning. Whether by using sign language or providing targeted interventions, staff interactions ensure that every child flourishes and develops the skills and knowledge needed for the next stage in their learning.

Next steps

- Leaders should sustain their work to ensure continued improvement and high standards. They should focus on creating a transformational impact on the outcomes and experiences of disadvantaged children, those with special educational needs and/or disabilities, those who are known, or previously known, to children's social care, and those who may face other barriers to their learning and/or wellbeing.

About this inspection

The inspector spoke with leaders, practitioners, the special educational needs and disabilities coordinator, children and parents during the inspection.

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.

Inspector:
Amanda Harrison

About this setting

Unique reference number (URN): 119986

Address:
Chiddingfold Village Hall
Coxcombe Lane, Chiddingfold
Godalming
Surrey
GU8 4QF

Type: Childcare on non-domestic premises

Registration date: 14/10/1992

Registered person: Chiddingfold Village Nursery School Committee

Register(s): EYR, CCR, VCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 08:15 - 14:45

Local authority: Surrey

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 12 May 2026

Children numbers

Age range of children at the time of inspection

2 to 4

Total number of places

30

Our grades explained

Exceptional 🔵

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard 🟢

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 🟢

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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