

Surbiton Day Nursery

Inspection report for early years provision

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Surbiton Day Nursery opened in 1998 and it is one of a chain of nurseries run by Asquith Nurseries Limited. A maximum of 92 children, under eight years, may attend the nursery at any one time, of these, 92 can be in the early years age group. The nursery is open each weekday from 7.45am to 6.00pm for 51 weeks of the year, excluding bank holidays. All children share access to a secure, enclosed outdoor play area.

There are currently 103 children, aged from nine months to the end of the early years age group, on roll. Children come from the local and wider areas. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs 24 members of staff to work with the children, of these, 18 members of staff hold appropriate early years qualifications and six members of staff are working towards a qualification. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish in this happy, productive nursery where their individual care and learning needs are effectively met. Staff offer a fully inclusive environment that celebrates the uniqueness of each and every child. Managers clearly identify the way forward and all staff work hard as a team to provide good quality experiences for the children. Effective, ongoing evaluation, that supports plans for the development of the provision, demonstrates a commitment to continuous improvement and a sound vision for the future.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop further the observations of children's progress in the continuous provision activities and ensure weekly planning identifies individual children who will specifically benefit from planned activities, in all rooms
- improve systems to ensure all resources are maintained in a clean, hygienic condition in all rooms.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding issues and they know the procedures to follow if they have concerns about a child in their care. This is because they attend regular training, provided by the local authority and Asquith

Nurseries, so that their knowledge remains current. Very effective procedures are in place to ensure staff are suitable to work with the children. For example, Criminal Records Bureau checks are closely monitored and recorded. Effective risk assessments, daily checks and secure premises contribute to children's safety and regular emergency evacuation rehearsals teach children how to leave the premises quickly and safely in the event of fire. Children confidently approach visitors to the setting and seek support from the staff. This demonstrates that all children feel secure and well cared for.

The management team make extremely effective use of self-evaluation to identify their strengths and areas for development and parents' and children's views are sought wherever possible. Staff work together to regularly complete quality audits and any identified improvements are acted on promptly. Managers have a clear vision for the future development and sustainability of the setting.

Resources in the setting are regularly renewed, particularly when any hazards to children are identified, and staff make very good use of the premises for children's benefit. They make adjustments to the space in their own time and this demonstrates their strong commitment to children's welfare. For example, the staff attended the nursery, at the weekend, to build the digging pit. Staff are given opportunities to update and extend their knowledge through regular training and Asquith Nurseries have a clear staff development structure.

Staff are guided by a written set of policies and procedures that are regularly updated. They take steps to ensure all children's individual needs are effectively met and different cultures are recognised and celebrated. For example, children have access to a wide range of resources that represent the wider community and children celebrate festivals from around the world. Staff learn a few words in children's home languages so that they can communicate with the children and examples of several languages are displayed around the setting to make children feel welcomed.

Staff understand the importance of developing links with any other settings children attend, to ensure their practice is complementary. Parents are kept up-to-date with the children's activities and progress through regular meetings, newsletters, daily feedback books, weekly activity letters and an 'open door' policy. Asquith Nurseries provide a parents helpline number to answer queries and address concerns. Management invite parents' suggestions to improve practice, for the benefit of the children, by means of the nursery comment cards and regular meetings during the year. For example, the nursery is now open fifteen minutes earlier so that parents can catch the train easily, without leaving their children in a rush.

The quality and standards of the early years provision and outcomes for children

Staff understand when it is appropriate to intervene in children's play and when children will learn more effectively if they experiment and explore independently. This encourages children to become confident, as they move freely, indoors and

outdoors. Wall displays demonstrate that children are allowed to interpret art and craft activities for themselves. Staff immediately comfort and reassure babies and adapt their practice to meet their needs. For example, when children are reluctant to have their nappy changed, staff distract them with a shiny book. This quickly ensures children learn to feel safe and settled.

The nursery offers a continuous provision where activities are provided, on a daily basis, to cover all six areas of learning. For example, younger children have access to tunnels, balls, ride-on toys, large blocks, musical instruments, treasure baskets, soft toys, books, sponge skittles and shape sorters and the provision is equally well set up in all rooms. Staff plan additional activities that are based on their observations of the children's interests. For example, babies enjoy nursery rhyme time and pre-school children enjoy exploring magnets.

Overall, the quality of planning for individuals is very good. However, in some rooms, observations of children are mainly concentrated on their progress in the weekly planned activities, omitting children's learning through the continuous provision. In addition, individual children, who will gain most benefit from the weekly activities, are not always identified in all rooms. Good procedures are in place to recognise and support children with additional needs and staff are well supported by the management team, and the company Special Educational Needs Coordinator, to ensure all children make good progress.

Thorough risk assessments are carried out on all areas of the provision to contribute to children's safety. These are displayed, whenever possible, in the relevant areas to ensure staff remain alert and a system is in place to monitor any action taken as a result of a review or incident. Resources are checked on a daily basis to ensure they are safe for children's use. However, the systems to ensure all resources are maintained in a clean, hygienic condition are not effective in all rooms. This means children have free access to some toys that may expose them to germs.

Children learn to wash their hands before meals and after messy activities. Pictorial reminders of good hygiene practices, in the bathrooms, help to reinforce this and anti-bacterial gel is provided for visitors use, to minimise the spread of infection. Well-balanced, nutritious meals, that meet all dietary requirements, are prepared on the premises and children can access drinks at all times. All records, that contribute to children's good health, are in place and well-maintained.

Children learn to manage their own behaviour because staff are good role models. Older children learn right from wrong by following the room rules and all children behave in a kind, considerate manner.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met