

# Epsom Day Nursery

28 Worple Road, Epsom, Surrey, KT18 5EH

<b>Inspection date</b>	30/07/2013
Previous inspection date	31/01/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staffs effective interaction with the children ensures they gain good communication and language skills.
- Children enjoy a wide range of experiences that help them make good progress in relation to their starting points.
- An effective key person system means that children get good support and form secure attachments with staff.
- Children have good opportunities to explore and investigate through a good balance of adult-led and child-initiated activities

### It is not yet good because

- The risk assessment for the nursery is not robust enough to identify all potential hazards.
- The organisation of some parts of the day means children spend time in large group activities, which do not always meet the needs of all children.

## 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 voluntary and compulsory parts 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 playing inside and outdoors.
- The inspector carried out a joint observation with the acting manager.
- The inspector spoke with staff and the management team and asked them questions about their roles.
- The inspector viewed children's individual assessment records, samples, policies and procedures and looked at the nursery's risk assessment.
- The inspector spoke to some parents about their views of the nursery.

## Inspector

Sarah Morfett

## Full Report

### Information about the setting

Epsom Day Nursery is part of Asquith Nurseries Ltd and has been registered under the present ownership since 1999. The nursery is situated in a large detached building. Children occupy all four levels, grouped in ages and have use of 11 nursery rooms. Children can access an outdoor play area, which is divided to provide suitable areas for different age groups there are 14 shallow steps out in top the garden. There are five steps leading up to the main entrance. There is also a separate entrance to the baby unit with a few steps leading down to the door. The nursery is situated in a residential area of Epsom. The nursery serves Epsom and the surrounding areas. It is open each weekday from 7.30am to 6.30pm throughout the year, excluding Christmas and Bank Holidays. There are currently 124 children in the early years age group on roll. The nursery caters for children with special needs and/or disabilities. Children aged three and four receive funding for Early Years education. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 19 members of staff, 13 of whom hold early years qualifications at levels 3 to 6. Four staff are at level 2 and working towards level 3. One member of staff is unqualified. The nursery also employs a chef.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure risk assessments identify all aspects of the environment that children come into contact with on a regular basis.

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

- review the organisation of parts of the children's daily routine, for example, after meal times, to 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

Children are happy and eager to play in the nursery. They enjoy a good range of activities that meets their individual needs and promote their learning and development well. Children make good progress in all areas of learning because staff have a good knowledge of how they learn through play. There is an effective system in place to record children's starting points, in which parents are fully involved. They complete an 'all about me'

booklet on their child, this means staff have good information about children's individual needs and can cater for these from the beginning. The effective key person system means that children get to know one member of staff well. In addition, a 'buddy' key person system ensures children form good attachments with all staff. Consequently, children benefit from good support at all times, such as during staff's annual leave.

The key person undertakes observations of the children to assess how they are developing. They track children's development to ensure they are making progress expected for their age and stage of development. The staff use this information to plan activities so children move forward at a good pace. The staff carry out a progress check for children at age two to identify achievements and learning priorities for them. Any child who is not moving forward as expected receives good support from the staff team. Consequently, all children gain good skills for the next stage of their learning and development.

Children benefit from a good range of purposeful activities. Staff plan and provide an exciting range of activities based on children's individual interests and focus on their next stage of development. Children thoroughly enjoy outside play in all weathers, wearing appropriate clothing. They gain good physical skills as they run around and climb on the equipment. The older children take part in a 'bear hunt' staff have organised props for them to use. Earlier they read the story, so now they have an opportunity to act this out. The staff walk round the garden with the children who recite the story from memory, with the occasional prompt from staff. They thoroughly enjoy pretending to go through the long grass making swishy, swishy noises. They throw handfuls of shredded paper into the air and run through this shouting snowstorm. They end the story near the 'bear's' cave quietly looking in to the den. This activity helps the children to develop strong communication and language skills, promotes their physical development and encourages their imaginations.

The young children enjoy a homely environment in their rooms. The staff offer them good support as they interact well with them. They have plenty of good opportunities to explore and investigate. For instance, they play with metal pots pans and bowls, using spoons and bits of stick to bang on the pan to make noises. The babies move their arms in excitement and show interest in the noises they make. They receive good praise from staff who encourage them to try again. The toddlers enjoy exploring different textures. The staff arrange large sheets of paper on the floor, then add paint, glitter, and collage materials. The toddlers paint their hands, bodies and tip glitter over themselves, thoroughly enjoying the experience. Staff support their learning well by naming the colours, prompting them to describe the textures and asking them questions about. These effective activities help children to gain the skills they require to move onto the next stage of their development well.

Parents have good opportunities to see their children's development records, as these are easily accessible. This means they can look at them whenever they want to. There are frequent parent's evenings, when 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.

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

Staff cater for children's physical and emotional well-being generally well. Children are happy, settled in their rooms, and have good relationships with staff. Children have a wide range of toys and resources to play with, move about freely and safely on their particular floor making choices about what they play with. Overall, the routines meet the children's needs well. However, at particular times of the day, such as after dinner, older children are all grouped together while the areas are cleared and new activities set out. This can get overwhelming for some and children soon lose interest in the group activity. They become somewhat disruptive and therefore, the activity is not appropriate for all children.

Staff meet young children's individual needs well. They recognise when babies are hungry so they make a bottle of milk for them. Staff sit quietly in a comfortable chair to feed them and once they have finished they are settled for a sleep. Staff check the babies regularly while they sleep to ensure they are safe and secure. There is a suitable range of equipment in place to ensure children's safety. For example, there are finger guards on all doors to prevent accidents and gates are in place to prevent children accessing areas where there may be hazards. Risk assessments are in place and staff make daily checks in their areas. However, the risk assessment does not cover all aspects of the environment that children come into contact with. For instance, there are potential hazards in the procedure for children using the internal stairs and when using the outside toilet in the garden.

Children enjoy their food, which is freshly cooked each day. They are able to serve themselves so they learn about portion size and which also helps their physical skills. They have access to water and help themselves to a drink when they are thirsty. This means they learn to recognise their own needs. Children understand that they need to wash their hands before they eat because of germs. Even the young children hold their hands out to be wiped after dinner. This means staff promote children's understanding of healthy practices well. Staff manage children's behaviour consistently. They get down to children's level and talk quietly to them about why certain behaviour is not acceptable. They reinforce children's good behaviour with lots of praise and encouragement. 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 a sound sense of belonging.

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

The inspection took place following concerns raised with Ofsted about a child being able to leave the outside play area and climb an external fire escape. An investigation by Ofsted found that while staffing ratios were met, supervision of the children was not sufficient to ensure the safety of children and the risk assessment was not robust enough to have identified the faulty gate. Actions were set regarding these issues. At this inspection, it

was found that the management team have taken prompt action. They have added an extra strong closing spring on the original gate and mended the fault. They have had a new gate made to prevent access to the fire escape. This has a 'push bar' so is easily opened in an emergency. Both the environmental health officer and the fire officer have visited the nursery and agreed that action taken is appropriate. Through the inspection, ratios were met in all areas. Staff were deployed appropriately and were observed to carry out frequent head counts throughout the day so they constantly know how many children they have. The manager explained that they had carried out a full and thorough investigation into the incident and have implemented new procedures to further ensure children's safety. Overall, children are safe in the nursery. However, the risk assessment is still weak and fails to identify all risks. Therefore, an action has been set to address this.

Overall, the management and staff team have a suitable understanding of the safeguarding and welfare requirements. There is a thorough safeguarding procedure in place. This supports staff should they have a concern about a child in their care. Staff demonstrate a sound understanding of the procedures and there are designated staff who they know they can go to with their concerns. The management team monitor staff performance regularly. There are frequent staff supervision sessions where they discuss children progress and development. The manager monitors children's assessment records to ensure they reflect an accurate understanding of children's skills, abilities and progress. Children with additional needs receive the help they need because the nursery liaise well with other external agencies to ensure children get good support.

There is a sound induction, recruitment and vetting system in place that ensures staff are well qualified and appropriately vetted. The staff have regular appraisals with the manager to identify their training needs to help develop their knowledge and skills. There is a sound system in place for the evaluation of the nursery. Staff reflect on their practice using a room evaluation form which feeds into the nursery self-evaluation. The parents and children are given good opportunities to share their views through questionnaires and discussion with the staff. This means they are effectively included in identifying priorities for development that will continuously improve the quality of the provision for all children.

Children benefit from clear partnership working. There are effective links with the area special educational needs coordinator who support the nursery to identify children's additional needs as early as possible. This means they can secure the support children need to help them make good progress in relation to their starting points. There is effective two-way communication between parents and staff. This means they get good feedback about their child's well-being each day. Parents spoken to during the inspection said they were happy with the care and education their children receive and feel suitably involved in the children's learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- undertake a risk assessment of premises and equipment and ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- undertake a risk assessment of premises and equipment and ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)

## 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>	EY289713
<b>Local authority</b>	Surrey
<b>Inspection number</b>	930425
<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>	100
<b>Number of children on roll</b>	113
<b>Name of provider</b>	Asquith Court Nurseries Limited
<b>Date of previous inspection</b>	31/01/2012
<b>Telephone number</b>	01372 723332

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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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