

# Shapes Day Nurseries Limited

11 Lynn Walk, REIGATE, Surrey, RH2 7NZ

<b>Inspection date</b>	09/01/2014
Previous inspection date	20/09/2011

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

- Staff plan an interesting programme of activities that are based on children's current interests and stage of development.
- The staff are experienced and knowledgeable about how children develop and learn and they support them well.
- There is an effective key person systems that means supportive relationships are built with the children and their families.
- Staff encourage language development well through lots of discussion and explanation.

### It is not yet outstanding because

- Children have set times when they can play outside which does not effectively support those who prefer to learn outdoors.
- Staff do not always show children how to take care of resources so they are well maintained and available for when they want to use them again.

## 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.

## Inspection activities

- The inspectors observed activities in all the rooms and the garden.
- One inspector undertook a joint observation with the manager.
- The inspectors had discussions with parents, staff and some children.
- . The inspectors sampled a range of documentation including children's and staff attendance records and policies and procedures.

## Inspector

Jill Steer and Janet Thouless

## Full report

### Information about the setting

Shapes Day Nurseries Limited is privately run and opened in 2011. It operates from a newly converted church in a residential area of Reigate, Surrey. Children have access to an outdoor play area. The nursery is open each weekday from 7.30am to 6pm all year, with the exception of public holidays.

There are currently 146 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities. This nursery is registered on the Early Years Register.

There are 25 members of staff, 22 of whom hold appropriate early years qualifications to at least National Vocational Qualification level two. In addition, two staff have achieved Early Years Professional Status and two others are qualified to degree level. The nursery provides funded free early education for two-, three- and four-year-olds'.

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

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

- improve the organisation of resources so they are always accessible and available for when children want to use them
  
- improve opportunities for outdoor play and exploration, with particular regard to young babies.

### Inspection judgements

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

Staff interact well with children to encourage their interest in the activities. Staff working with children of all ages talk constantly, asking questions and using language to help children's developing communication skills. They read stories and sing rhymes, sometimes in other languages that reflect those spoken in some children's homes. For example, singing 'Frere Jacques' in French and Polish. Children of all ages join in enthusiastically with music, singing and rhymes. They sometimes use instruments to tap out the rhythm and concentrate on the actions including holding up the right number of fingers. All of which helps develop language skills as well as counting. Staff introduce mathematics into many routines and activities. They count how many items children have, and discuss the number of legs spiders have compared to the children. Staff follow children's spontaneous ideas such as children wanting to stick textured items in creative play. For example, the well-resourced creative area entices children to select items such as string. Staff discuss

how much they need as the children decide to measure everything around the room from the easel to the sand tray, chatting about how much each item measures. Staff place pencils and clipboards around the environment to encourage children to write and make marks, developing their early literacy skills through play. Older children are encouraged to write their names on their creative work and confidently seek out paper as part of role play such as writing shopping lists.

Children are confident using technology such as the computer and can open and close game programmes with ease although they know staff are always nearby if they need help. Staff take children outside to play everyday and provide the same learning opportunities as inside. However, the babies do not always go out when the weather is poor so do not benefit from the fresh air. Older children have set sessions when they go outside but this does not always meet the needs of those children who are energetic and prefer to learn outdoors. Staff use the outdoor sessions for children to do things on a larger scale such as practicing their hand and eye coordination by hitting balls with bats. Staff are encouraging and offer lots of praise so children try hard. Children ride fast on bikes, judging the space as they manoeuvre round cones and road signs.

Staff plan well for children's interests, especially for the babies. Each activity is linked to a baby's identified next steps in development. For example, soft balls for one baby who likes to throw, rain makers for the baby who is interested in sounds and stacking cups for another. Weekly themes provide some additional focus to planning and introduce a wider range of experiences for children. Staff discuss with parents what the children can do when they start and form a basis for planning each child's learning. Staff observe children continuously and record their progress in individual learning profiles which are regularly shared with the parents. The profiles move through the rooms with the children, building a complete record of their learning and development. Staff use the information to plan for each child's progress so they are appropriately challenged. They continuously assess the activities to ensure they provide the right level of challenge for all children including those more able. After children's second birthday staff complete a progress check to compare their development in the prime areas of learning. This enables them to identify any areas for concern and put in place any support children may need.

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

Children are helped to settle in the nursery by the key member of staff assigned to them. Babies in particular are cared for by the same staff member to establish a caring bond with someone who knows their routine. Staff work closely with the parents of the babies so their rapid development is monitored and their care routines are updated accordingly. Staff develop fond relationships that support the children well throughout their time in the nursery. As children grow and develop, they move through the various rooms. Staff help them cope with this by taking them to visit the next room regularly so they become familiar with the children and staff and feel secure enough to move on. When children approach school age staff help them prepare by taking them to visit the new school to become familiar with it. Teachers visit the children in the nursery to see them in more secure surroundings. Staff gather a range of information from the local schools such as

photographs so children can look at them and discuss them at any time.

Children behave well and staff are good role models. Their continual respect and support for each child makes them feel safe and confident. Staff recognise each child as an individual and make sure they all feel included. For example at meal times, those who have specific dietary needs or food preferences are given alternatives that look the same. Lists are displayed in each room to make sure everyone knows who cannot eat certain foods. Each meal is freshly prepared on the premises every day by the qualified chef who compiles the menus with the management. Food is fresh and healthy and children often have choices such as at breakfast time when they can choose either cereal or brown bread toast. Staff have begun to grow some food crops with the children so they learn where some food comes from as part of learning about healthy living. They also have visits from people such as dentists who tell them how to look after their teeth. Time spent outside every day encourages children to enjoy being active and ensures they have some fresh air while they play with larger resources than inside. All resources are of good quality and appropriate for the age of children in each room. However, staff do not always teach children how to respect and care for the equipment properly. For example, they sometimes put things in containers haphazardly and do not always check all the pieces are included when they tidy up so they will be ready for the next time someone wants to use them. The nursery rooms are organised so they are open, light and airy creating a cheerful environment. Children can access many resources independently so they can make choices. The nursery is a place where children can feel safe and secure.

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

The nursery is a safe place for children. Management and staff understand and implement the welfare and safeguarding requirements of the Early Years Foundation Stage effectively. Staff complete safeguarding training so they know how to identify the signs that a child may be at risk of harm. There are clear policies and procedures for them to follow to report their concerns so children's welfare is protected. Staff training is constantly reviewed as part of their professional development so their knowledge and skills are updated to improve the quality of care for children. Staffing is well organised so that the ratios are met and children are supervised at all times which keeps them safe. The management monitor staff performance and address any performance issues promptly to maintain high standards. Annual appraisals and regular supervision sessions following an initial induction process for new staff, means they work consistently as a team to care for children well.

Staff and parents are involved in an evaluation process of the nursery as their views are valued by the management who review their practice to identify key strengths and target areas for improvement that will impact positively on the care of the children. The management monitor the planning and learning outcomes for children. This ensures they continue to meet each of their needs, comply with requirements and provide a quality care and learning experience for all babies and children.

Management and staff understand the importance of maintaining strong partnerships with parents and parents speak highly of the nursery. They like the settling in procedures and good level of information received about their children. Staff share information each day either through discussion or through the use of a daily diary for the babies. Regular newsletters and a website are produced so the management can keep parents informed of nursery activities and events. Management expect high standards from the staff, in particular regarding confidentiality. They know that relationships with parents must be maintained on a professional level so any information shared is relevant to the care and development of the children. Staff develop good partnerships with other settings children may attend for consistency in planning for their development. Staff work with other professionals to provide additional support for any children who may need it.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY423146
<b>Local authority</b>	Surrey
<b>Inspection number</b>	942078
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	92
<b>Number of children on roll</b>	146
<b>Name of provider</b>	Shapes Day Nurseries Limited
<b>Date of previous inspection</b>	20/09/2011
<b>Telephone number</b>	01737221441

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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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