

Surbiton Day Nursery

23 Upper Brighton Road, Surbiton, Surrey, KT6 6QX

Inspection date	20/02/2014
Previous inspection date	21/02/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The staff team are very well deployed and as a result, children are completely secure and safe in the nursery.
- High levels of staff interaction with staff mean children's language and communication is progressing well.
- A strong partnership with parents supports children and means parents are fully included in their child's learning and development.
- The kind and caring staff have created an environment that is busy and stimulating for the children. This means children have fun as they play and learn.

It is not yet outstanding because

- Staff do not make use of the local community to enhance children's understanding of the wider and local world.

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 observed children's play and staff interaction, both inside and outside.
- The inspector completed a joint observation with the manager.
- The inspector talked to parents, staff and children and held regular discussions with the manager.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff records.

Inspector

Julie Biddle

Full report

Information about the setting

Surbiton Day Nursery was registered in 1998. It is one of a chain of nurseries run by Asquith Nurseries Limited. It is located in a residential area of Surbiton, Kingston-upon-Thames. The children are cared for on the ground and first floor of a detached building. Children have access to an outside area. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. It is registered on the Early Years Register and the compulsory and voluntary parts of the childcare register. There are currently 72 children on roll in the early year's age group. The nursery is open each weekday from 7 am to 6.30 pm for 51 weeks of the year. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs 28 members of staff. Over half of the staff hold appropriate early years qualifications. The nursery also employs a cook and administrative staff. The manager has Early Years Professional Status.

What the setting needs to do to improve further

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

- use the local area more to provide opportunities for children to explore both the natural and built up environment.

Inspection judgements

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

Children's learning and development is promoted by staff who are passionate in their role. Staff have a good knowledge of the Statutory Framework for the Early Years Foundation Stage and implement it very effectively across the whole nursery. The staff plan a good range of play and learning experiences that enthuse and challenge the children. Plans are put into practice by a staff team who have a good knowledge of how to promote the learning of young children and babies. There is a strong focus on children's interests as staff use this information in their planning. Discussions with parents about their child's interests, activities at home and observations made by staff also effectively inform planning. Staff effectively present activities to children to fully support children's learning. Staff use good teaching techniques to engage children during play and encourage learning across all areas. For example, staff in the pre-school room encourage children to think about the sounds of letters and how they link to words. Children are pleased as they repeat the sound of the name. This activity is enhanced by the staff encouraging a sense of fun as children look at the shape their mouth makes when they repeat the sound of a bee, and train. The good quality interaction and good role modelling encourages children to use and understand language successfully. Children are eager to join in with conversations with their friends and the staff in the nursery. Staff use these opportunities

to support and motivate the children to think and talk for themselves. For example, they talk about the special place mats they use to describe their dietary needs.

Children and babies natural curiosity is fostered by staff who make good use of natural resources such as ice. Babies feel the ice and laugh as they splash in the water. Staff respect and value the meticulous information recorded about babies home routines. This means that they are able to support the babies as they develop their self-confidence. The babies thoroughly enjoy play as they potter around their room choosing toys. Resources in the baby room encourage them to take their first steps and to expand this skill by climbing. Interactive toys and those with buttons and flaps interest babies as they begin to learn about cause and effect.

Children have use of a large garden area, which offers the children space to play and explore the wide range of high quality resources, furniture and the natural world. Staff fully support children's interests and ideas and they respond to ideas with enthusiasm. For example, children decided to develop a 'Snow White cottage' in the garden. Staff have used this idea to develop children's understanding of language and number as they talk about how many dwarves are in the story and use descriptive language to talk about the names of the dwarves. The large play area offers space for children to develop their large muscle movements as they enjoy using a wide range of different play equipment for example they use the pump to pump water watching as the water flows. Staff encourage children to take safe risks as they climb the steps of the climbing frame and carefully balance as they cross the bridge. Children thoroughly enjoy their time in the garden however, there are limited opportunities to explore the wider community to fully enhance their awareness of diversity.

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

Children develop strong attachments to the staff who are kind and responsive to the needs of all the children. Consequently, children are secure and developing their skills of independence. Children are happy and confident in the nursery and as a result, they are making good progress in their learning and development. Babies and young children enjoy lots of cuddles and affection from the staff, further supporting the bonds between them.

Staff make good use of opportunities for children to talk about feelings, this successfully supports children to understand how they and their friends are feeling. Staff deployment is highly successful, which means children are fully supported and safe as they play and learn. They are good role models and talk to children about what is acceptable behaviour, gently reminding them when they become overexcited or too boisterous. Older children make confident choices about what they want to do and enthusiastically express their opinions. Children and babies are given lots of praise and encouragement to develop their confidence, as they try out new experiences and activities. This increases their self-esteem and their feelings of security.

At lunchtime, the children chat constantly to their friends and staff, displaying good social behaviour. Older children are encouraged to serve themselves and to use appropriate

cutlery. A colour-coded system of plates and mats alert all staff to the special dietary needs of the children. Children know their friends have special dietary needs and talk about what foods they cannot eat. All staff are warm and friendly with the children. Staff help children to learn to be independent through the daily routine. For example, children enjoy helping set up for lunch as they help put out the mats and set the table. This priority on supporting children's independence skills also prepares the children for the next stage of their learning.

Children are very well prepared for the next steps both in the setting and as they move to 'big school.' Planned activities such as looking at photographs of their new teacher and the role play area helps children to feel ready for their next step in learning. In addition, the precise records of children and babies individual needs are used to support staff as the children move rooms within the nursery. Individual plans, meetings with parents and key persons ensure the transition within the nursery is a smooth and happy experience for the children.

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

The manager demonstrates a strong commitment and dedication to the nursery She has been fully focussed on meeting the actions set at the last inspection. As a result, outcomes for children have greatly improved along with their safety and welfare. The manager and staff show a clear understanding of The Statutory Framework for the Early Years Framework and know how to implement the framework successfully.

The staff group are a strong team who work well together they are supportive to each other and complement each other's skills. Effective and well-established performance management means staff are monitored to ensure they consistently improve their skills, knowledge and practice. Peer on peer observations are very effective in improving staff practice. The systems in place to monitor the educational programmes and development children make are very effective and mean all staff are aware of each child's individual learning needs and styles.

Self-evaluation is ongoing and is linked to the comprehensive actions plans that have been in place since the last inspection. This results in strong links between priorities and plans for improvement. Risk assessments are completed and reviewed to help ensure children's health and safety in any eventuality. Arrangements for safeguarding children are firmly in place. The execution of the thorough policies and procedures contribute to the safety and welfare of the children. All staff receive child protection training and through discussion, demonstrate a clear understanding of the procedures to follow if they have concerns about a child in their care. Robust recruitment and induction systems are adhered to and as a result, suitably qualified and experienced staff care for children. The provider and manager work together to ensure staff receive good levels of training which means the staff remain motivated and excited by their work.

A well-established partnership with parents which means parents are fully included their

child's learning and development. A regular flow of information through discussions and records provides staff with information to meet the changing needs of the parents and children. Parents speak highly of the nursery and the time their children spend there. In particular, they talk about the dedicated, kind, staff. In addition, staff have developed 'song bags'. Parents are encouraged to take the bags home and use the resources to initiate a song time. The staff have provided the words to the song and the learning intentions of the activity. This means parents develop an understanding of the importance of communication and language. The staff work well in partnership with others, such as the local authority who provide guidance and specialised staff who support children in the setting.

The Childcare Register

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

The requirements for the voluntary 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	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

Unique reference number	EY290666
Local authority	Kingston upon Thames
Inspection number	926583
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	92
Number of children on roll	72
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	21/02/2013
Telephone number	020 8390 7744

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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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