

Advantage Day Nursery

Advantage Day Nursery, 228 Red Lion Road, Surbiton, Surrey, KT6 7QD

Inspection date	10/03/2014
Previous inspection date	16/04/2013

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children make rapid progress based on their starting points and are extremely prepared for their future learning because the quality of the teaching is high.
- Staff provide rich, varied and imaginative experiences for children and they have a very good understanding of how they learn. Planning is highly effective and seen as integral in supporting children's individual interests and next steps in their learning.
- Babies and children are nurtured and thrive in welcoming surroundings. They develop strong attachments with attentive and caring staff who sensitively develop children's emotional wellbeing.
- Staff develop impressive partnerships with parents and carers and involve them fully in the nursery and their children's care and education.
- Children's care, welfare and learning is significantly enhanced by the highly effective way the nursery is led and managed.

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 inspectors observed activities in all rooms and the outdoor learning environment.
- The inspectors observed staff interaction with children through-out the inspection.
- The inspectors made several joint observations with management and room leader staff and held discussions with staff at appropriate times during the inspection.
- The inspectors sampled children's development records and discussed curriculum planning and the organisation of care routines.
- The inspectors sampled a range of policies and procedures and held discussion with management on partnership with parents, staff deployment, behaviour management, equality of opportunity and the complaints procedures.

Inspector

Janet Thouless

Full report

Information about the setting

Advantage Day Nursery is run by Advantage Day Nursery Limited. It opened in 2003 and operates from a large purpose built detached premises. It is situated in Tolworth, Surrey. The nursery is open each weekday from 7.45am to 6pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years register and the compulsory part of the Childcare Register. There are currently 329 children on roll, all of whom are in the early years age group. The nursery is funded for the provision of free early education to children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children who speak English as additional language. The nursery employs 67 members of staff. Of these 62 work directly with the children and hold appropriate early years qualifications from level 2 to degree level. The nursery has a strong partnership with the local authority.

What the setting needs to do to improve further

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

- consider reviewing the routines around children coming in and going out during outdoor play.

Inspection judgements

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

The staff team provide an extensive range of activities which motivate all children and maximise their learning opportunities. Children make rapid progress as all staff have an excellent understanding of the Early Years Foundation Stage and recognise how children learn through play. They use their expertise to effectively plan activities that successfully promote individual children's learning. Staff complete robust observations to understand children's learning styles and interests then use this information to shape the learning experiences. This ensures teaching sharply focuses on individual children's interests and the next steps in their learning. Staff effectively use the 'progress check at age two' and summary reports to identify when early intervention may be needed. This helps to ensure that children receive the appropriate level of support. As a result, all children make significant progress in readiness for school. Regular observations and assessments of children's progress are well documented and reliably shared with their parents. This enables parents to become fully involved in children's learning. In addition, staff provide detailed information about activities children take part in at the nursery and also make suggestions about how parents can support their children at home. For example, 'At Home' leaflets include ideas for activities and weekly e-mails inform parents of current topics. These methods are highly effective in helping parents to be fully involved in their

children's learning and development. This significantly contributes to children's learning.

A very good balance of adult-led and child-initiated activities ensures that children are the prime instigators in their own learning. Staff have an excellent understanding of how children learn and are acutely aware of how different they can all be. They are constantly looking for ways in which to promote learning for all children. Staff recognise that children have different learning styles and take time to plan for their individuality. For example, some children thrive in the outdoor environment, exploring nature by building camp fires. They then collect items such as cooking sets and lanterns to consolidate their play. They engage in many worthwhile conversations on how tea can be made by boiling water. Other children enjoy participating in creative activities in preparation for planting seeds in the garden. They draw detailed pictures of flowers and decide to plant them outdoors. Staff support children's learning by asking questions about favourite flowers. Children confidently express their preferences on the types of flowers they like. To support children's critical thinking and problem solving skills, staff ask what can we do to stop our flowers from getting wet. Children confidently suggest laminating to keep the pictures dry. They discuss the need for sunlight and rain to help our flowers grow. Staff suggest that once planted, children can measure their flowers height. This creates a great sense of excitement as children excitedly discuss how they will go about this. Therefore, children are extremely well supported in acquiring very good communication and language skills as they engage in conversations with staff and each other while they play together.

Excellent opportunities are provided for children to develop an interest in books. Staff introduce and display a very good range of story and reference books that excite and involve children. The use of puppets and artefacts enhances children's listening skills, curiosity and enjoyment of books. Staff provide many opportunities for children to make marks and develop early writing skills. For example, labelling their own work and writing for a purpose in their pretend play, therefore developing key skills for their future learning. Older children competently and independently use the computer, camera and various programmable toys.

Babies are well supported in the early development of their communication and language skills. Staff provide exciting and innovative ways to engage children and to inspire them in making sounds and to respond through the use of gestures. For example, children thoroughly enjoy holding objects produced from the song sack, which helps to captivate their interest, as they listen to staff singing songs to them. They babble and make gestures in response indicating their enjoyment. Young children's exploration and skills of discovery are fully supported by the wealth of natural resources that are readily available to them. They explore the texture and weight of many objects and show great enjoyment and enthusiasm as they make patterns in car rolling painting activities. These excellent sensory and physical experiences enable young children to start to make connections with their movements and the marks they make. Babies and young children show great interest in toys with buttons, flaps and simple mechanisms, which they capably operate. Children greatly enjoy outdoor play and are physically active. They confidently move, balance and climb on a wide range of apparatus. Overall, children are developing excellent skills in preparation for their next stage of learning.

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

Children thrive in this welcoming, vibrant and nurturing nursery. Children arrive happily because they enjoy secure, trusting relationships with staff who treat them with care and affection. Staff have very good expectations of children and are aware of their capabilities. Key persons have an excellent knowledge of children's starting points in learning, their individual care needs and parents' preferences. This approach ensures the move from home to nursery is smooth, resulting in children settling easily and happily. As a result, children make excellent progress in their personal, social and emotional development. Young children are fully engaged through the positive and loving interactions of the staffing team, to enable them to feel reassured and secure. Staff constantly talk with the babies as they provide a running commentary throughout their play and within care routines. Babies receive cuddles and gentle rubbing of their backs as they settle down for their sleep. Staff have a full understanding of individual routines, as comforters are ready and waiting in individual cots to support children's emotional well-being.

Children's wellbeing is exceptionally well supported through the promotion of healthy eating and provision for outdoor play. Children thoroughly enjoy valuable social experiences during meal times. They take turns in setting out table mats, cutlery and crockery in readiness for meals. They serve themselves, showing politeness and good manners to others. Older children independently peel apples and slice cheese in the snack caf. Nutritional meals and snacks are prepared on the premises and children's individual dietary requirements and parents preferences are well met. This enhances the children's independence skills as well as their self-help skills. The staff have a very good understanding of appropriate hygiene routines. Robust nappy changing procedures are in place, which are followed meticulously by all staff. This promotes the health and wellbeing of the children.

The nursery is exceptionally well resourced to inspire children's independence, creative activity and thinking skills. Interesting items and artefacts are placed around the nursery which inspire children and initiate conversations as they play. For example, bowls of shells and displays of seeds, bulbs and reference books on nature. Children's behaviour is excellent. Staff set very high standards and expect high standards from the children, creating a harmonious atmosphere in which they treat each other and staff with respect. Staff recognise bilingualism as an asset and promote the use of first languages such as Spanish and French. Children sing songs and count during daily routines in these languages. This promotes a fully inclusive nursery environment.

Staff are deployed responsibly and demonstrate exceptional supervision of the children indoors and outside. They help children to become aware about their own safety, for example, through discussions about safety when using the indoor climbing frames. Older children know that they must hold on to the hand rail when walking up and downstairs. However, on very few occasions, as children return from outdoor play and others are waiting to go out, children are not able to access outdoor clothing in an organised manner. Children know the nursery rules and are encouraged to tidy after themselves. They participate in regular fire drills and staff use these occasions to discuss why certain routines are followed in order to fully support children's understanding of how to keep

safe.

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

Staff place a very high priority on children's safety and well-being. They demonstrate an excellent understanding of the safeguarding and welfare requirements for the Statutory framework for the Early Years Foundation Stage. Staff have a clear understanding of their roles and responsibilities to protect children from harm, and are secure in their knowledge of the procedure to follow should they have any welfare concerns about a child in their care. In addition, staff have a thorough understanding of the procedure that they would follow, if they had any concerns about the behaviour of a members of staff. This shows that staff are extremely vigilant and not fearful of reporting any concerns, knowing that the concerns will be dealt with effectively by the management team. Rigorous and robust recruitment and vetting procedures ensure that all adults are suitable to work with the children. All staff receive an annual appraisal, which is supported by high quality supervision sessions. Staff attend regular staff and room meetings, enabling staff to form ideas, discuss practice issues and update policies and procedures. The training and deployment of staff is highly effective in meeting the needs of the children attending and in enhancing staff skills and knowledge. Comprehensive risk assessments are regularly reviewed and adapted, as and when required. This means that potential hazards are swiftly identified and dealt with immediately.

The leadership and management of the nursery is inspirational. Management strives for excellence amongst the staff and morale is very high. There are rigorous systems for evaluating their priorities and in identifying future targets for implementation through extensive action plans, in order to improve their practice further. Parents, children and staff contribute to this evaluation through their suggestions, feedback and written questionnaires. Therefore, the nursery shows a strong capacity towards continuous improvement and improving the outcomes for the children. Staff attend a wealth of training and liaise with the local authority advisors. As a result, staff personal development is effectively supported. There are excellent systems in place for monitoring and evaluating children's progress. The early years professional samples learning journeys and summary reports to oversee the quality of assessment and planning for individual learning. As a result, outcomes for children are exceptionally good.

The partnership with parents and others involved in the children's care is excellent. Parents and carers receive extensive information about their children's progress and achievements in a variety of ways. Newsletters, parents' meetings and parents handbook provide parents with very useful information. Parents are asked to bring in real life objects for the home corner. For example, scented fabric bottles and food pots such as hot chocolate. In addition, children are asked to bring in objects that are round and seek out songs about space, for example. This abundance of useful information keeps parents fully informed about nursery events and supports home learning. Parents are consulted regularly through discussion and questionnaires about the service to help staff consistently meet children's individual needs. Parents are highly complimentary about the care and

education their children receive. They comment upon the excellent care and range of activities provided, as well as the extremely good sharing of information and friendliness of staff. The nursery has established excellent partnerships with others, including speech and language therapists, physiotherapists and the behaviour management team. This makes an exceptional contribution to meeting children's needs. There are excellent arrangements in place with local schools so that children can move confidently on to their next stage of learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY262274
Local authority	Kingston upon Thames
Inspection number	959956
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	169
Number of children on roll	329
Name of provider	Advantage Day Nursery Ltd
Date of previous inspection	16/04/2013
Telephone number	020 8391 3737

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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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