

# Guildford Day Nursery

56 Epsom Road, Guildford, Surrey, GU1 3LF

<b>Inspection date</b>	15/09/2014
Previous inspection date	29/10/2008

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

- Children enjoy a well-resourced, stimulating learning environment, indoors and outside.
- Children develop very strong attachments with their key persons. This helps them to develop independence and emotional security.
- Effective partnerships with parents help staff to meet children's individual needs.
- All staff follow safe practices and demonstrate a good knowledge and understanding of their role and responsibilities with regards to protecting children.
- Thorough self-evaluation takes into account the views of the staff, children and parents, effectively driving improvement and ensuring the nursery is constantly improving.

### It is not yet outstanding because

- There are occasional times during the day, such as when getting ready to go outside, that children in some rooms spend time waiting for adults to complete tasks. This reduces children's play and learning opportunities.
- Staff do not always fully involve parents in their child's learning as they share information about future learning goals but not specific details of the support planned to achieve these.

## 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 inspector had a tour of the premises.
- The inspector sampled documents including policies, registers, and children's records of their learning.
- The inspector took account of the views of parents through speaking to them and through written feedback.
- The inspector observed children and play indoors and outdoors, and staff interactions with them.
- The inspector conducted a joint observation with the deputy manager.

## Inspector

Natasha Crellin

## Full report

### Information about the setting

Guildford Day Nursery registered in 2004. It is part of the Asquith group of day nurseries and crches. The nursery is situated in a three storey house in close proximity to Guildford town centre, Surrey. There is a car park at the front of the building. Children are cared for on each separate floor of the nursery according to age. There is an enclosed outside area with both a hard surface area and a grassed area.

The nursery operates from 7.30am until 6.30pm, Monday to Friday for 51 weeks of the year (excluding bank holidays). The nursery is registered on the Early Years Register and there are currently 46 children on roll. Children attend from Guildford and the surrounding rural areas. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 13 childcare staff including the manager. Of these, one member of staff is a qualified teacher and 11 hold appropriate early years qualifications. There is also a cook and seven additional supply staff available to maintain cover.

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

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

- extend further the encouragement for parents to take an active role in their child's learning by providing more specific information about the planning to promote their future learning
  
- review the organisation of some elements of the daily routine so that children do not spend time waiting for adults as they move through the nursery, in order to maximise their play and learning opportunities throughout the day.

### Inspection judgements

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

Children at the nursery make good progress due to effective teaching and exciting learning opportunities. Staff plan activities that reflect children's interests, which ensures they are motivated to learn. For example, children enjoy a bug hunt in the nature areas. They look at pictures to identify the different insects and colour in those they have found. Throughout the activity staff model relevant language for children such as 'spider' and 'beetle'. Children respond to this by saying the words themselves, effectively extending their vocabularies. Staff skilfully enhance the activity by providing magnifying glasses, which children excitedly use as they lift logs and look under them.

Children have good opportunities to learn coordination and balance playing in the well-resourced garden. Toddlers and babies squeal with delight as they manage to kick large, soft balls. Staff celebrate children's accomplishments by clapping and cheering, which further motivates the children to try harder. Children dig in the muddy area with spades and run around the large space, increasing their fitness. Children have further opportunities to learn about healthy lifestyles through growing vegetables. These learning opportunities allow children to be immersed in the natural world. Staff ensure that babies also benefit from exploration of the outdoor area by holding their hands to support them as they stand up and move through leaves. Children of mixed ages play together outside and interact well. They show concern for each other, for example, passing each other toys and resources. This approach of mixing different ages offers older children opportunities to develop leadership skills, and for younger children to interact with positive role models. For example, at times children of different ages sit on cushions sharing stories. The older children point out pictures to the babies, who look up to them and lean toward them for comfort. Children giggle over shared jokes and the atmosphere is very positive and supportive.

Children have excellent opportunities to develop their mathematical skills and many achieve extremely well in this area. High quality teaching challenges older children's understanding of number and helps them to connect quantities to digits. For example, children enjoy a walk around the local area to collect conkers and, on their return, the teacher skilfully encourages them to count and then divide them. The teacher and other staff constantly model mathematical language such as 'smaller', 'smallest', 'amount' and 'total'. Children successfully count out all of the sixty-nine conkers and the teacher quickly gets digit cards and shows what the number looks like in print. This activity is supported by pictures on the wall of autumn items and their corresponding words, allowing children to associate new vocabulary in writing. Staff show flexibility in their activities and as the children find a damaged conker they hold a discussion about what has happened to it. Children show their impressive knowledge of nature by suggesting that a squirrel may have eaten it. Adults take this opportunity to encourage the children to look at what a conker looks like inside, which extends their curiosity. Children show high levels of concentration and are highly engaged in their learning. This good quality teaching, which requires children to participate in sustained thinking, preparing them well for school.

All children have daily opportunities to sing and dance. Staff sing nursery rhymes with children who know the words and enjoy joining in the actions. At times during the day staff spontaneously sing songs that are related to what they are doing and children delight in the well-known tunes, joining in. For example, as children are looking for bugs a staff member sings a popular song about a spider.

Effective key person arrangements and accurate assessment mean that those responsible for setting learning goals for children do this well. They are aware of the interests and learning styles of each child and provide activities which they enjoy and which offer a good level of challenge. Staff share information about the planned next steps in each child's learning with their parents but tend not to include details of how intend to support children to meet these. As a result, parents do not always have specific information to help them to enhance their child's learning at home. However, they regularly view their

children's learning journals to see their progress and contribute to these by providing useful information about their children's achievements. The nursery frequently provides parents with written summary reports detailing the progress their child is making. Staff also complete the required progress checks for two-year-old children.

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

This is a friendly and welcoming nursery where children experience high levels of care from kind and affectionate staff. Each child is allocated a key person and this ensures consistent and familiar adults understand each child's care and welfare needs thoroughly. Parents are aware of who their child's key person is and liaise with them daily. If the child's primary key person is unavailable, children have a second key person who they know well and who understands their needs.

Children are happy and behave well. Staff are good role models who make calm and clear explanations to children about what is expected of them. For example, staff remind children not to run inside as they may fall and hurt themselves. Staff encourage children to become independent and children quickly learn self-help skills such as washing their hands after using the toilet. Occasionally, lack of pace in daily routines means children stand around waiting for adults to complete jobs. This impacts slightly on their time for playing and learning. For example, when preparing to go outside children help each other to put their jackets on, but then wait at the door for an extended period of time while adults prepare to move them through the corridor.

Children learn about healthy eating through the nutritious and well balanced snacks and meals prepared on site. As an example, children enjoy fruit, breadsticks, milk and water at snack time and dishes such as pasta bake and cheesecake for lunch. Staff sit with children as they eat and encourage them to chat, making the meal time a social occasion. Staff also encourage children to use their knives and forks and even the youngest children display high levels of independence when eating. Staff praise children for good manners, and they respond appropriately, sitting well and eating nicely. Drinks are available for children at all times during the day and they confidently help themselves when they are thirsty.

Children of all ages enjoy a well organised and stimulating environment that supports their developing confidence and independence. Children move freely around the space available and confidently make use of the resources that are stored at a low level. Many of the areas are a direct reflection of the children's interests. For example, a role play area in the pre-school room has become a dark dinosaur cave, with dinosaur footprints and a variety of other well placed resources such as fossils and books. All children have quiet and comfortable places to rest during the day. Babies and younger children sleep in designated cots and mats and older children use quiet areas in their group rooms to look at books, and relax with quieter activities.

The nursery has close relationships with parents who speak highly of the care their children receive. Parent's report that staff are kind, approachable and always on hand to

offer support. Parents enjoy the family atmosphere of the nursery and say this contributes to their children settling quickly each day.

Thorough and effective risk assessments cover all areas of the premises, activities and resources. Staff conduct daily safety checks and help children to learn how to protect themselves, for example, by taking part in regular practice fire evacuations. Staff follow hygienic practices, and systems are in place to ensure that they are aware of children's medical issues, such as allergies. Staff keep the required records relating to accidents, first-aid treatment and any medication given to children and share this information with parents.

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

All staff make the safety of children a priority and have very effective arrangements in place to achieve this. They all demonstrate a good knowledge and understanding of what to do if they are concerned about a child's welfare. Each staff member attends safeguarding training and the nursery has a comprehensive set of policies and procedures that underpin their knowledge. As a result all staff, including temporary and new staff have a clear understanding of their roles and responsibilities. Staff are constantly vigilant to potential hazards and take appropriate action to minimise risks to children. All staff adhere to the procedures to ensure the premises is safe. For example, they require all visitors to sign in and escort them around the nursery. This ensures the environment is safe for children to play and explore with confidence. Procedures to ensure the suitability of staff are robust. All staff are fully vetted and references and qualifications are checked. Induction processes for new staff ensure they quickly understand their roles and responsibilities and confidently settle into their positions. Staff receive good support from their managers. They have regular supervision meetings and many opportunities to develop their interests and expertise through training and gaining qualifications.

Overall, self-evaluation is good. The management team show commitment to improving the quality of the nursery and continually reflect on their practice. They take into account views of parents, children and staff when setting targets for improvements. Staff feel confident in contributing to the evaluation of the effectiveness of the setting. This is because the management promote a culture of reflective practice at all levels. Monthly action plans at whole nursery, and individual room level, ensure the provision is closely monitored and constantly improving. Good progress has been made since their last inspection. The nursery has fully reviewed the observation and assessments for babies, ensuring their progress is closely monitored. They have also developed closer working relationships with parents ensuring they can contribute to children's records of learning.

The nursery works closely with other agencies such as early years advisors from the local authority. They also work effectively with professionals who support children with additional needs, such as speech therapists. This helps to underpin the good arrangements in place to support children with special educational needs and/or disabilities. The nursery also enjoys positive relationships with the local schools, which

ensures children move smoothly from nursery to school.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY283397
<b>Local authority</b>	Surrey
<b>Inspection number</b>	833604
<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>	61
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Asquith Court Nurseries Limited
<b>Date of previous inspection</b>	29/10/2008
<b>Telephone number</b>	01483 440299

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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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