The quality and standards of the early years provision

<table>
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<tr>
<th>This inspection:</th>
<th>Good</th>
<th>2</th>
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<td>Previous inspection:</td>
<td>Good</td>
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How well the early years provision meets the needs of the range of children who attend

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

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

The setting meets legal requirements for early years settings

Summary of key findings for parents

This provision is good

- Children enjoy strong relationships with staff. As a result, they are happy and keen to learn and they settle quickly to learn.
- Staff support children's learning well. Consequently, all children make good progress from their starting points.
- The leadership and management team is good. The team ensures that staff implement policies and procedures consistently and they monitor teaching practice to ensure children progress well.
- Staff follow clear safeguarding policies and procedures and are fully aware of how to identify and report any concerns. This safeguards the children's welfare.
- Staff skilfully help children to manage their behaviour. They learn to share and take turns and children behave well.
- The leadership and management team uses robust recruitment procedures that help to ensure the employment of suitable staff.

It is not yet outstanding because:

- Staff do not always organise a good range of activities for the youngest children to explore and investigate outdoors. Therefore, they become restless and do not fully engage in learning.
- During mealtimes, staff do not always encourage younger children to manage their self-care skills competently. For example, they do not encourage them to serve their own meals or to feed themselves using a range of cutlery.
What the setting needs to do to improve further

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

- review the organisation of activities and equipment outdoors to enhance the youngest children's exploration and investigative skills and strengthen their engagement in activities
- encourage the younger children to strengthen their skills in serving and feeding themselves using a range of cutlery.

Inspection activities

- The inspector observed the children in the inside and outside play areas.
- The inspector spoke with the provider, manager and staff at appropriate times.
- The inspector sampled documents including safeguarding policies and staff qualifications.
- The inspector carried out a joint observation with the manager.

Inspector
Rebecca Hurst
Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff work closely with parents and other professionals to provide additional help for those children with special educational needs and/or disabilities. Staff plan a good range of topics to help children develop a wide range of skills. For example, they learn how to respect each other's individual needs and how they might be feeling. This promotes children's personal, social and emotional development well. Parents keep staff informed about children's achievements at home and staff use this information to build on and plan effectively to progress children's learning and development. Older children enjoy playing dominoes. Staff interact well and help them to count the spots and match them to the dominoes they have placed down. Children work well together, sharing the dominoes and taking turns. Staff nurture children's creative development. They enjoy making masks, talking about and mixing colours, and counting the features on their masks, such as eyes. Staff skilfully help children to learn a range of skills that prepare them well for school.

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

Staff nurture older children's independence skills well. The older children enjoy serving their meals and pouring drinks. Staff talk to children at mealtimes about the food they are eating and this helps children to understand about a healthy diet. They also explain the importance of good hygiene, such as hand washing. This contributes effectively to children's good health and well-being. Children enjoy unlimited time outside in the play areas. Children develop their physical development well. They enjoy using the tunnels and climbing resources, learning to coordinate and move their bodies in different ways. Staff organise the indoor space for babies well and this enables the babies to practise their newfound skills, such as walking and crawling.

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

Leaders and managers effectively evaluate the staff's practice. The manager carries out regular staff supervisions to review the quality of teaching and the activities that the staff provide for children. Leaders and managers make sure that staff attend further training to enhance their knowledge of childcare. They provide time for staff to share feedback from the courses with other staff. For example, after attending a course on talking with two-year-olds, staff skilfully help children to listen and express themselves. Leaders and managers gather the views of parents and staff and use these to focus areas for development. The manager monitors children's development to ensure any gaps in their learning are narrowing. Leaders and managers invite teachers to talk to children about what to expect when they go to school. Children make good progress in their learning and development and gain skills that prepare them well for school.
Setting details

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<td>69</td>
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<td>Name of provider</td>
<td>Tots Village Nursery Limited</td>
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<tr>
<td>Date of previous inspection</td>
<td>18 March 2011</td>
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Tots Village Nursery operates on the same site as De Stafford College and leisure centre in Caterham on-the-Hill, Surrey. It registered in 2002. The nursery opens five days a week for 51 weeks of the year. The nursery closes over the Christmas period. The nursery is open from 7.30am until 6.30pm. There are 19 members of staff including the manager; of these, 15 hold appropriate early years qualifications and three are on a training programme.

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