

Nestots Day Nursery

Nescot College, Reigate Road, Epsom, Surrey, KT17 3DS



Inspection date

10 June 2015

Previous inspection date

7 May 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff keep parents well informed and involve them fully in their processes for reviewing and planning for children's progress. Staff also provide parents with lots of ideas for supporting children's progress at home.
- Every room has key strengths which means that children of all ages make good progress. For example, staff offer babies a wide range of opportunity to use their senses. Toddlers benefit greatly from the well-presented home corners and staff help pre-school children to become highly independent learners.
- Staff provide exceptional support for children to ensure that they are emotionally prepared for moving rooms or moving on to school.
- Staff are all kind and gentle towards the children. They use positive language and manage minor squabbles very effectively. As a result, children's behaviour is exemplary.
- Across the nursery, staff support children's communication and language well using a variety of strategies. They have learnt many of these from attending training workshops, such as 'Letters and Sounds' and 'Babbling Babies'. This has had a positive impact on children's communication skills.

It is not yet outstanding because:

- Staff do not make full use of the outdoor area to challenge all children. For example, on the day of the inspection the outdoor role play shop had minimal play food or packaging to inspire children's interests. In addition, they do not plan enough opportunities for older children to engage in experimental and investigative play.
- Children do not have plenty of opportunities to learn about nature, people and communities through first-hand and practical experiences.

What the setting needs to do to improve further

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

- refine planning for outdoor play so that it offers more challenge to those who learn better outdoors and more opportunities for imaginative and investigative play for older children
- strengthen planning for supporting children's knowledge and understanding of the natural and working world.

Inspection activities

- The inspector observed children's play and the quality of teaching practice indoors and outdoors.
- The inspector carried out joint observations with the nursery manager and deputy manager.
- The inspector spoke to parents on the day of the inspection and took account of their views.
- The inspector held a meeting with the nursery management team and looked at relevant documentation, such as children's assessment records, the nursery's self-evaluation processes and safeguarding procedures, including staff suitability records.

Inspector

Amanda Tyson

Inspection findings

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

Children make good progress in their learning. Staff complete regular and precise assessments of children. These identify where babies and children need further support; for example, to become interested in messy play, develop confidence in balancing and to listen to answers to their questions. The manager oversees the tracking to enable her to identify any gaps in children's learning. Children thoroughly enjoy learning through play. Staff encourage three- and four-year-olds to produce amazing portraits and other artworks which are proudly displayed. Toddlers have well-developed role play skills; for instance they feed dolls and put them to bed and set out trains and cars. Staff provide a varied range of resources for babies to explore. They have great fun experimenting with pots and pans, water and food such as mashed potato and jelly. Older children write their names using pencils and fingers in messy play. Staff encourage children's communication skills well. For example, they use proper words, such as 'dog' instead of 'doggy' with toddlers. They use questions and comments to engage older children in detailed conversation.

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

Children form strong attachments to staff and each other, showing that they feel safe and have good levels of self-esteem. For example, pre-school children proudly showed inspectors the portraits they had painted of themselves, detailing the colours of the school uniform they will be wearing. Babies enjoy lots of cuddles from the caring staff and playful moments where they can be heard laughing and babbling away. There are good procedures in place for babies and toddlers to sleep and for maintaining high standards of hygiene. Children use the outdoor area daily where they use climbing and balancing apparatus to help them keep fit. Children learn to make healthy choices as they enjoy nutritious snacks and meals which are cooked on site. Pre-school children show high levels of independence and well-developed social skills during snack time and lunchtime.

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

Management has a clear understanding of the requirements of the Early Years Foundation Stage. Staff are well trained on safeguarding policies, such as child protection, and know what to do if they are concerned about a child. There are robust procedures in place for recruiting, vetting and inducting new staff to ensure their suitability. The manager monitors staff performance and identifies their training needs. This helps to ensure continuous improvement in staff's skills and in children's learning experiences. The manager evaluates the provision to identify areas for development and makes changes accordingly. Since the last inspection, management has improved planning for celebrating festivals and for working in partnership with parents. Parents value greatly staff's commitment to working in partnership with them. They say, 'Staff are wonderful'.

Setting details

Unique reference number	EY264479
Local authority	Surrey
Inspection number	826622
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	54
Number of children on roll	81
Name of provider	Nescot Further Education Corporation
Date of previous inspection	7 May 2009
Telephone number	0208 3943371 DDL

Nestots Day Nursery registered in 2003 and is run by NESCOL Further Education Corporation. The nursery operates from a purpose-built, single-storey building set within the grounds of Nescot College in Epsom, Surrey. The nursery operates Monday to Friday between 8am and 6pm for 50 weeks of the year. There are currently 23 staff employed, including the manager and deputy. One member of staff has gained Early Years Professional Status, three have a foundation degree, 13 hold qualifications at Level 3, and two hold childcare qualifications at Level 2. Five staff are working towards achieving a qualification at Level 3 and one is working towards gaining an honours degree.

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