

Surbiton Day Nursery

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



Inspection date	1 October 2015
Previous inspection date	20 February 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders and managers have worked effectively to develop all aspects of the provision. Staff are increasingly skilful. They communicate confidently with parents, who feel well informed about their children's care and progress.
- Children benefit from the very high quality of the outdoor area. This provides a secure, stimulating environment, where children learn to keep themselves safe while taking controlled risks.
- Children engage in a wide range of planned, age-appropriate activities. Effective teaching ensures they make good progress in all areas of learning.
- Staff work closely with parents and other agencies to ensure that they understand and are able to plan activities in response to children's individual needs.
- Leaders and managers monitor all aspects of the nursery's work. Records are externally audited to ensure that company policies and procedures are correctly followed. This enables any potential weaknesses to be swiftly identified and addressed.

It is not yet outstanding because:

- On occasion, staff do not plan and deliver story times with sufficient care to ensure they retain the interest of all children.
- Some records of complaints lack sufficient detail to explain clearly the full outcome of investigations. This limits their use for future analysis in order to drive improvement.

What the setting needs to do to improve further

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

- improve the planning and delivery of story times so that they fully meet the needs of all children in the group
- improve the detail of written records of complaints to clearly show their outcome.

Inspection activities

- The inspectors observed the quality of teaching and its impact on children's learning both indoors and outside.
- The inspectors conducted joint observations with both the manager and the training and development manager.
- The inspectors held meetings with the manager and the training and development manager.
- The inspectors looked at children's records, the nursery's self-evaluation document, evidence of the suitability of staff, together with other documentation, including policies and procedures.
- The inspectors spoke with staff and children at suitable times during the inspection.
- The inspectors spoke to a number of parents and took their views into account when reaching their judgements.

Inspectors

Felicity Gaff / Laura Brewer

Inspection findings

Effectiveness of the leadership and management is good

Leaders and managers have a secure understanding of the Early Years Foundation Stage. They have put in place comprehensive staff training programmes, which have developed the knowledge and skills of all staff. They have identified and addressed areas of previous weak practice and continue to support staff to maintain and develop the current quality of teaching and care. Safeguarding is effective. All staff receive initial training in child protection issues, which is regularly updated. Staff are able to identify the signs and symptoms of possible abuse or neglect and know how to raise any concerns. There are good arrangements for ensuring that staff are and continue to be suitable to care for children and for addressing unsatisfactory staff performance. Managers take appropriate action to minimise the risks of cross-infection when children are ill.

Quality of teaching, learning and assessment is good

Children make good progress in all areas of learning. Children in all rooms engage in a wide range of imaginative, challenging and well-presented activities. For example, staff in the nursery room make very good use of puppets to teach children how to look after themselves and to develop their language and social skills. Staff model clear and accurate speech, and skilfully help children solve problems. This helps them become independent learners. Staff are aware of children's skills in the languages they use at home. They recognise the value of recording the development of children's communication skills in all the languages they use.

Personal development, behaviour and welfare are good

Playrooms are well laid out to ensure that activities such as construction and messy play do not cause hazards. Children learn how to master physical skills that keep them safe. For example, the outdoor area is arranged to allow babies and toddlers to manage steps in a very carefully controlled environment. Children learn to behave well. They are cooperative and eagerly help with routine tasks, such as when toddlers help to tidy toys or fold blankets after their nap. Children form strong relationships with their key persons. They learn to value themselves and others because planned activities reflect and celebrate their different cultures and backgrounds. Staff make good use of practical activities to help children make progress in different areas of learning. For instance, in the pre-school room, children develop counting and measuring skills as they compare the heights of plants. They learn about healthy eating as they taste the vegetables they have planted and tended. Younger children learn how to care for themselves because, for example, staff explain the reasons for daily routines such as washing their hands before meals.

Outcomes for children are good

Children are keen to learn because staff plan activities that motivate and intrigue them. For example, watching and recreating the drainage works in the garden helped children find out about the world around them. Staff use play activities well to help children solve mathematical problems. Children's increasing independence and self-confidence means they are well prepared for school.

Setting details

Unique reference number	EY290666
Local authority	Kingston upon Thames
Inspection number	1029104
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	92
Number of children on roll	75
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	20 February 2014
Telephone number	020 8390 7744

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 in the Royal Borough of Kingston upon Thames. The nursery receives funding for the provision of free early education for children aged three and four years. It opens each weekday from 7am to 6.30pm for 51 weeks of the year. The nursery employs 23 members of staff. Of these, 16 hold appropriate early years qualifications.

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