

# Huggetts Nursery & Pre School



Huggetts Day Nursery And Pre School, Eastbourne Road, Lingfield, RH7 6JR

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 2 December 2016 |
| Previous inspection date | Not applicable  |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| 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

- Management monitors the observation and assessments staff make and how they are used to shape the learning experiences for children. Staff recognise that children have different learning styles and plan for their individuality. Children make good progress.
- Children are very happy and settled at the nursery. They learn important skills, such as taking turns and sharing, and show politeness and consideration to each other.
- Staff work well with parents, sharing information about all aspects of children's time at the nursery. This helps to support continuity in children's care and learning.
- Children have good opportunities to learn about healthy lifestyles. For example, they learn why and how it is important wash their hands after they have done a glitter activity.
- Support for children who have special educational needs is good. Management demonstrates a strong commitment to working with parents and early years professionals, and timely interventions enable children to achieve their potential.

### It is not yet outstanding because:

- Staff do not build effectively on opportunities to extend on children's spontaneous ideas and interests as they play and learn.
- Play areas are not organised so children, particularly those who prefer to learn outdoors, can make independent choices in their play.

## What the setting needs to do to improve further

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

- make greater use of opportunities that spontaneously arise to extend children's ideas and learning further
- find ways to organise some play areas so all children, especially those who prefer to learn outdoors, can make independent choices in their play to challenge learning further.

### Inspection activities

- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector talked to staff about how they plan for children's individual learning needs and monitor their progress.
- The inspector carried out three joint observations with the manager.
- The inspector sampled a range of documents including staff suitability and qualifications, deployment of staff, accidents and complaints procedures.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Janet Thouless

## Inspection findings

### Effectiveness of the leadership and management is good

Management is ambitious and has high expectations of all staff. The manager uses self-evaluation effectively to continually improve the provision and target areas for further development. Staff are well supported to further extend their professional development through high-quality training. This contributes effectively to improving outcomes for children. Safeguarding is effective. Staff know the procedures to follow to protect children and to report allegations and concerns relating to staff practice. Staff carry out risk assessments to help minimise hazards to children indoors and outdoors.

### Quality of teaching, learning and assessment is good

Staff provide good opportunities for young children to develop their communication and language development. For example, they model language as young children build with soft bricks. Staff build on children's eagerness to explore with their senses. For example, young children are keen to explore textures in wet and dry sand. Staff provide children with interesting activities that capture their imaginations. For example, children enjoy being creative as they make cards and calendars for Christmas. Lively discussions about children's experience of a birthday party show they are confident to share home events. Staff provide good opportunities for children to develop their literacy skills. For example, children confidently identify and write letters in their name. Children listen attentively to stories and enjoy looking at books independently.

### Personal development, behaviour and welfare are good

Children are happy and settle well into the nursery. Babies benefit from the strong and trusting relationships with key persons, which help them to feel safe and settled. Staff provide good opportunities for children to develop an understanding of similarities and differences between themselves and others. For example, family photographs are displayed and children confidently name family members. All children benefit from regular opportunities to play outdoors. Children enjoy the activities provided and confidently steer ride-on toys and tricycles. Children learn about safety and risks in their play. They recognise why some things may be dangerous as staff give clear explanations.

### Outcomes for children are good

All children make good progress in their learning. They are highly motivated and eager to join in. For instance, children enjoy learning new songs for the Christmas Nativity and listen intently to the sounds of musical instruments. Younger children grow in confidence and develop good independence skills. For example, as they quickly learn how to put on coats and shoes to go outside to play. Children use numbers and count frequently in their play, for example older children count candles on pretend cakes. Children are well prepared for the next stage in their learning including school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY498895  |
| <b>Local authority</b>                           | Surrey  |
| <b>Inspection number</b>                         | 1078875   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 0 - 8   |
| <b>Total number of places</b>                    | 44  |
| <b>Number of children on roll</b>                | 35  |
| <b>Name of registered person</b>                 | Midas Lingfield Ltd   |
| <b>Registered person unique reference number</b> | RP901057  |
| <b>Date of previous inspection</b>               | Not applicable  |
| <b>Telephone number</b>                          | 07815799662   |

Huggetts Nursery & Pre School registered in 2016. It operates from a converted Victorian building in Blindley Heath, Surrey. The nursery is open from 8am to 6pm for 51 weeks of the year. The nursery receives funding for free early education to children aged two, three and four years. There are 11 members of staff employed. The manager is qualified to degree level and all other staff hold relevant early years qualifications.

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