

# Epsom Downs Children's Centre Day Nursery



Epsom Downs Primary School and Children's Centre, St. Leonards Road, Epsom Downs, Surrey, KT18 5RJ

|                          |               |
|--------------------------|---------------|
| <b>Inspection date</b>   | 24 July 2017  |
| Previous inspection date | 11 March 2013 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|---|-------------------------|--------------------|----------|
|   | Previous inspection:    | Good               | 2        |
| Effectiveness of the leadership and management                |                         | Outstanding        | 1        |
| Quality of teaching, learning and assessment                  |                         | Outstanding        | 1        |
| Personal development, behaviour and welfare                   |                         | Outstanding        | 1        |
| Outcomes for children   |                         | Outstanding        | 1        |

## Summary of key findings for parents

### This provision is outstanding

- The manager is truly inspirational. She has dedicated many years to her position as a leader of others. The manager has exceptionally high expectations for herself, the team and for all of the children who attend the day nursery.
- There are extremely strong and effective partnerships with parents. Every effort is made to continually strengthen and include them in all aspects of their children's development and achievements.
- Staff use their expansive knowledge of child development to provide and create a highly stimulating environment. Children become engaged and motivated in their own play and learning through the rich experiences and activities provided for them.
- There is a significant focus on raising the outcomes for all children. Those who receive additional funding or who have special educational needs receive targeted support to quickly close gaps in their learning and help them make the very best progress.
- Children display exemplary levels of behaviour. The staff are extraordinary role models, who display utmost respect for each other and in how they treat children as unique individuals. This helps children to develop high levels of understanding, empathy and a growing awareness of vital social skills in playing and sharing well with others.

## What the setting needs to do to improve further

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

- continue to review and develop the already excellent opportunities for children who prefer to learn outdoors to explore even more with letters and numbers in their independent play.

### Inspection activities

- The inspector observed staff interaction with children and the impact this has on their learning and development.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- The inspector spoke with parents and took account of their views and comments.
- The inspector checked the suitability of staff that work directly with children and observed records for children's learning, development and progress.
- The inspector carried out a joint observation with the manager during snack time.

### Inspector

Gwendolyn Andrews

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. There is great vigilance around the protection of children. All staff have a thorough understanding of identifying signs of abuse and the reporting procedures they would use to protect children's welfare. Leaders prioritise training for all staff to continuously raise the quality of the provision to the very highest level. Highly robust recruitment procedures are in place to ensure the suitability of those who work with children. The manager uses a scrupulous tracking system to monitor children's progress. Focused professional relationships and sustained conversations for sharing information offer a joined-up, distinctive approach to children's future learning. Self-evaluation is in depth, given a great deal of time and attention, and includes the comments and views of parents, staff and ultimately children in its successful use.

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

Teaching and learning is of the very highest level. Staff gather immense amounts of information to ensure that planning, observation, assessments and next steps are constantly evolving. Staff use conversations skilfully to help encourage communication and language. For example, older children excavate the fine sand for dinosaur bones, introducing them to new and exciting concepts and creative words. Babies learn new sounds of animals and read stories to help build their early understanding and role play with the masks provided. The outdoor opportunities are outstanding and provide a wealth of new adventures for children. For instance, they regularly visit the farm animals to build on their awareness of living things and how to care for them. The manager and staff are considering how to review and develop even more innovative ways for children to explore with simple numbers and letters in their own play outdoors.

### Personal development, behaviour and welfare are outstanding

The welfare of the children is at the heart of everything the team does. Children are extremely self-assured and have a very strong sense of their own identity. Staff go to extraordinary lengths to meet the needs of all children. They build solid friendships with each other and show great care and consideration. For example, older children help the babies to access resources and show them how to use them well. Babies have the option to play in the high-quality resourced area created just for them or to choose to play in the wonderful open area with the others. Children are constantly supported to make choices and express their needs to develop notably increasing levels of independence.

### Outcomes for children are outstanding

Children build very secure bonds with staff. They display very high levels of emotional attachments and are inquisitive, highly motivated and are developing outstanding levels of concentration and determination in completing tasks. For example, they complete puzzles, match the patterns and use many numbers as they count. They explore the world around them and are given time and encouragement to learn about the differences and similarities in themselves and others, and how special they are. All children rapidly grasp skills for the next stage in their learning or their eventual move to school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY312652  |
| <b>Local authority</b>                           | Surrey  |
| <b>Inspection number</b>                         | 1061934   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register  |
| <b>Age range of children</b>                     | 0 - 5   |
| <b>Total number of places</b>                    | 37  |
| <b>Number of children on roll</b>                | 110   |
| <b>Name of registered person</b>                 | Epsom Downs Primary School and Children's Centre Governing Body |
| <b>Registered person unique reference number</b> | RP525778  |
| <b>Date of previous inspection</b>               | 11 March 2013   |
| <b>Telephone number</b>                          | 01737 850517  |

Epsom Downs Children's Centre Day Nursery registered in 2005 and is located within Epsom Downs Primary School and Children's Centre in Epsom, Surrey. The day nursery is open for 51 weeks each year, from 7.45am to 6pm. There are 20 members of staff. Of these, two hold early years teacher status and relevant early years degrees, and nine hold early years qualifications at level 3.

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