

Carols Day Nursery

Kitterick, Shaftesbury Road, Woking, GU22 7DU



Inspection date	12 October 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The systems to monitor and develop staff practice are not effective. As a result the quality of teaching and learning is inconsistent across the nursery. The manager has invested in exciting resources in the nursery. However, they have overlooked the importance of staff's professional development in order to enhance their teaching skills.
- The manager is not monitoring the delivery of the curriculum closely enough. Consequently, there are some areas which are less well-promoted by staff.
- Self-evaluation is not successful in identifying and addressing the most significant weaknesses in the nursery.

It has the following strengths

- Children arrive happily at the nursery and enjoy spending time with their friends. They form positive relationships with the staff that help them feel safe and secure.
- Parents are positive about the nursery. They receive regular information from staff about what their child can do. Informative newsletters and events help parents to get involved and support their child's learning.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ implement effective supervision to provide support, coaching and training to staff, and to identify specific training needs so that teaching skills are improved	22/11/2017
■ improve the monitoring of the curriculum to ensure that all children are accessing a broad range of experiences that will support them in their next stage of learning.	22/11/2017

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

- make better use of self-evaluation to target all weaknesses in practice to improve outcomes for all children.

Inspection activities

- The inspector observed the quality of teaching and the impact on children's learning both inside and outside.
- The inspector took into account the views of parents spoken to at the inspection.
- The inspector held a meeting with the manager to discuss how they monitor the quality of practice and support the staff team.
- The inspector carried out joint observations with the manager to assess the quality of teaching.
- The inspector sampled a range of documentation, such as records of the progress that children make, evidence of suitability checks for staff and risk assessments.

Inspector

Teresa Newman

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager's evaluation of practice has not been rigorous enough to identify areas for improvement within the nursery. Consequently, there are variances in the quality of teaching that have gone unnoticed. The manager monitors children's progress. However, she has failed to identify there are areas of learning which are not being promoted as well as others. For example, staff complete fewer assessments of older children in relation to their emerging literacy and mathematical skills. Supervision systems are not being used successfully to identify and address variances in teaching. The arrangements for safeguarding are effective. The provider ensures that adults are suitable to work with children. Staff know the procedures to follow should they have any concerns about a child's well-being, including how to recognise if they are at risk from extreme views and behaviours.

Quality of teaching, learning and assessment requires improvement

Most staff have an understanding of children's individual needs. However, they are not always aware of how the activities they provide help children in their learning. Staff complete accurate observations and assessments of children's progress, but do not always use the information they have gained to extend children's learning. Children have access to range of inviting activities through a well-planned learning environment. However, some staff do not make the most of opportunities to support children's early language and communication skills. For example, they do not encourage children to speak and communicate while playing with foam or introduce new vocabulary as they explore the sand.

Personal development, behaviour and welfare require improvement

Overall most children are engaged in their play. However, on occasion some older children's interests is not sustained as activities do not capture their curiosity. Children are kind and caring towards each other. Staff develop close relationships with children and ensure that their care needs are well met. For example, when young children are tired they snuggle with staff who sit with them as they play. Older children involve younger children in their play. They show respect for one another as they talk about the spiders and slugs they discover in the garden. Children behave well and staff reward children with positive praise. Children show delight as they work together to solve a jigsaw puzzle.

Outcomes for children require improvement

While children make progress in their learning, not all children make as much progress as they could due to the variances in teaching. Older children develop their independence as they carefully select their own books and read to their friends. Young children enjoy exploring sensory resources as they watch how glitter moves in a bottle. Older children gain some of the skills they need to be ready for the move to school. They count, name shapes and recognise the letters in their name. Children's physical skills are developing well: they enjoy regular access to the garden and confidently use scooters and tunnels.

Setting details

Unique reference number	EY500622
Local authority	Surrey
Inspection number	1111643
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	30
Number of children on roll	24
Name of registered person	Farhana Afrin
Registered person unique reference number	RP910101
Date of previous inspection	Not applicable
Telephone number	01483 740542

Carols Day Nursery re-registered under its current owner in 2016. The nursery is in Woking, Surrey. It opens weekdays throughout most weeks of the year. The nursery employs ten staff, including the manager, and all but two hold recognised childcare qualifications.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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