

# Shapes Day Nursery

Federation House, 21 West Street, Epsom, KT18 7RL



## Inspection date

Previous inspection date

15 May 2018

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

- The baby unit is exceptionally well led and organised. Staff plan and provide highly stimulating activities for babies that they thoroughly enjoy. Babies sleep comfortably at times consistent with their home routines, are exceedingly well settled and form strong emotional attachments to their designated member of staff.
- Overall, children make good progress. Babies make excellent progress. Gaps in learning, such as in speech and language development, are promptly identified and targeted.
- Children are especially well encouraged to initiate and independently engage in talking. For example, pre-school children are prompted by displayed photographs to talk about the ducklings that they watched hatch from eggs they nurtured.
- The management team is proactively striving to improve the provision. For example, the mentoring and coaching provided by experienced staff to their colleagues, which have successfully improved provision for babies, are now being extended to other rooms.

### It is not yet outstanding because:

- Not all staff link activity planning closely enough to children's identified next steps in learning to support them in making the best possible progress.
- At times, the moves between activities as part of children's daily routine in some rooms are not well organised. This means that some children's learning is disrupted unnecessarily.
- Role-play areas are not consistently presented invitingly to fully inspire children to engage in imaginative and creative play and learning.

## What the setting needs to do to improve further

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

- monitor more closely the effectiveness of staff's planning for children's next steps in learning, to ensure that teaching is of a consistently high quality across the nursery
- review how daily routines are organised to minimise disruptions to children's play and learning
- develop further the provision for imaginative play across the nursery to more fully support children's varied interests and learning.

### Inspection activities

- The inspector observed the quality of teaching delivered by staff, indoors and outdoors and within all group rooms.
- The inspector sampled a range of documentation relating to safeguarding and staff suitability. The inspector discussed children's progress and the self-evaluation process used by managers and staff.
- The inspector gained feedback from parents and took account of their views.
- The inspector conducted joint observations with the acting nursery manager and held meetings with her and other senior staff.

### Inspector

Amanda Tyson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff and managers all complete safeguarding training. They are clear about their individual responsibility to act on concerns about a child's welfare and are up to date with more recent government initiatives, such as the 'Prevent' duty.

Recruitment, vetting and induction procedures are followed effectively to ensure children are cared for by suitable staff. Managers are focused well on improving processes for supporting staff's professional development. For example, an in-house training programme is being developed by a newly employed qualified trainer. Overall, managers monitor the progress of groups of children. Possible gaps in learning, such as in children's early writing, are identified, investigated and targeted. Partnerships with parents and external agencies involved with children are effective. Staff have good relationships with parents, who speak highly of the care and learning provided for their children.

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

Staff make accurate assessments of children's development, based on their regular and often insightful observations. Systems for tracking and planning for children's progress from their starting points are good overall, albeit with some inconsistencies between staff. Staff enthuse children to engage in enjoyable debates when they read them nonsensical stories. Staff use and build on children's interests, such as in the royal wedding, to encourage their learning further. For example, children design and make their own models of three-tiered cakes, using different packaging and creative media, based on their observations of photographs. Children are encouraged to write their names at the bottom of letters to be sent to the Queen, in which they ask amazingly perceptive questions, such as about her home and her best friend.

### Personal development, behaviour and welfare are good

Staff gently explain their expectations for children's behaviour, such as sharing, helping each other and being kind to people and animals. Staff use common courtesies, such as 'please' and 'thank you' when they talk to children. They lay firm foundations for children to adopt healthy lifestyle habits, such as engaging in physical exercise, and successfully encourage children to taste exotic fruit. Children have very healthy appetites and enjoy the nursery's home-cooked, nutritious meals. They enjoy exciting activities that help them to understand about different religious and cultural traditions and beliefs.

### Outcomes for children are good

Children are prepared well for moving on to their next stage in learning, such as transferring to a new group room or starting school. Children, from babies to pre-school age, are highly inquisitive. They use their developing language to express themselves with increasing confidence and skill. Children develop good practical independence. Babies feed themselves, toddlers quickly become toilet trained and children competently serve themselves at mealtimes. Older children learn to recognise and write their names, are beginning to link letters to sounds and confidently apply mathematical skills.

## Setting details

<b>Unique reference number</b>	EY498743
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1041109
<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>	100
<b>Number of children on roll</b>	165
<b>Name of registered person</b>	Shapes Day Nurseries Limited
<b>Registered person unique reference number</b>	RP900926
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01372877863

Shapes Day Nursery registered in March 2016. It is situated in Epsom town centre and is one of two day nurseries owned by a private provider. There are currently 32 staff employed to work with the children. Of these, two members of staff hold early years qualifications at level 5 or 6, 15 staff hold qualifications at level 3 and three staff are qualified at level 2. The remaining staff are being supported to gain childcare qualifications. The nursery receives early education funding for children aged three and four years.

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