

Nestots Day Nursery

Nescot College, Reigate Road, Epsom, Surrey, KT17 3DS



Inspection date

3 July 2018

Previous inspection date

7 August 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Since the last inspection, managers have significantly improved the quality of the provision. They work closely with the senior management team from the host college, staff and the local authority to evaluate and continually improve on the good progress children make.
- The highly qualified management team has successfully supported staff to improve the quality of teaching throughout the nursery. For example, staff use observations and assessments to shape learning experiences for children. Staff recognise that children have different learning styles and they plan for their individuality and next steps in learning.
- The monitoring of individual groups of children is effective. Any gaps in children's learning is quickly identified. For example, staff introduce a wider range of activities to support children's mathematical skills to help ensure they reach their full potential.
- Children's behaviour is exemplary. Children are polite and show consideration and kindness to each other. When children notice that another child is watching as they play they quickly invite the child to join them, showing great empathy towards others.
- Parents say children have a good range of interesting activities to choose from and that they have daily opportunities to discuss their child's care with their key person.

It is not yet outstanding because:

- Staff do not always explore alternative ways to provide parents with individualised information to help them further support their children's learning at home.

What the setting needs to do to improve further

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

- explore further ways to provide parents with more precise information to enable them to extend their children's learning at home even further.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's care and learning.
- The inspector spoke with the management team, staff, children and parents at appropriate times.
- The inspector completed a joint observation of children's learning and staff practice with the manager and deputy manager.
- The inspector discussed and sampled a range of documentation and policies, including accidents and incidents, food and drink, behaviour management and complaints and children's development records.
- The inspector spoke with several parents, sampled parents' written feedback and took into account their views.

Inspector

Janet Thouless

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers ensure staff have a secure knowledge and understanding of child protection and know how to refer concerns they may have about a child's welfare. Staff's ongoing suitability is checked regularly. Children's accidents are recorded and shared with parents. The managers provide good levels of support to staff. They help staff to clearly reflect on their practice and identify their own training needs. For example, staff have completed a range of training opportunities, including training on supporting boys' literacy development. This led to more successful practice and planned activities in outdoor play that capture and challenge boys. Staff make effective use of additional funding to support the learning and progress of the most vulnerable children. Staff have improved the organisation of activities to promote children's involvement and their concentration skills successfully. Staff are deployed appropriately to support children. The partnerships in place with other professionals are strong.

Quality of teaching, learning and assessment is good

Babies and young children have good opportunities to learn through their senses. Staff extend their sensory experiences further by introducing ice, shaving foam and pasta to the activities. Older children confidently lead their own learning. For example, children notice and explore patterns made by tyres as they wheel toy trucks through puddles. Younger children begin to recognise height as they measure sunflowers they have grown from seed. Staff provide many opportunities for children to develop their literacy skills. For example, young children use paper and clipboards to mark make during pretend play and older children begin to sound out words and confidently write their names.

Personal development, behaviour and welfare are outstanding

Staff know children exceptionally well. They are kind, caring and have developed close attachments to them. Babies thoroughly enjoy the closeness and interaction of staff, which supports their emotional well-being. Staff make excellent use of the on-site farm to teach children about lifecycles and how to care for animals. Children show great delight in observing spring lambs, pigs and goats. Children have extremely good knowledge regarding their health and hygiene. They know the importance of washing their hands to help reduce the risk of illness and infections that could be passed on by the animals. Children develop excellent social skills and close friendships. For instance, while playing in a pretend ice cream shop, they confidently talk together and share their imaginative ideas. Children demonstrate very high levels of engagement during activities.

Outcomes for children are good

Children develop keen attitudes to learning. They enjoy listening to stories, sing songs and use a wide vocabulary when they speak. Children enjoy exploring outdoors. They observe what bugs visit the bug hotel and use planks of wood to create a bridge and roadway. Children actively complete risk assessments and have a good understanding of the safety rules. Children develop good skills for their future learning and move to school.

Setting details

Unique reference number	EY264479
Local authority	Surrey
Inspection number	1111408
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	54
Number of children on roll	73
Name of registered person	Nescot Further Education Corporation
Registered person unique reference number	RP521498
Date of previous inspection	7 August 2017
Telephone number	0208 3943371

Nestots Day Nursery registered in 2003 and is run by NESCOT Further Education Corporation. The nursery operates from a purpose built building set within the grounds of Nescot College, in Epsom, Surrey. It opens from Monday to Friday between 8am and 6pm, for 50 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children. A team of 21 staff works with the children. Of these, one member of staff holds early years professional status, four staff are qualified to degree level and 14 staff are qualified to level 2 and level 3.

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