

# Wee One's Day Nursery And Pre-School

The Clinic, 26 28 Bakers Lane, Lingfield, Surrey RH7 6HD



## Inspection date

7 January 2019

Previous inspection date

12 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 manager and staff have a positive attitude to continuous development. Since their last inspection, they have developed planning systems to focus more on children's interests. This has had a positive impact on how well children engage in their activities. All children make good progress.
- Staff have identified effective ways to share information with parents and include them in their children's learning. Parents comment that they have good relationships with their children's key persons and value the work they do to support their children's ongoing development and individual needs.
- Children are happy and have strong bonds with all staff. Children settle quickly into the setting and enjoy their time with their friends.
- Managers and staff have good partnerships with other settings that children attend and with other professionals who support children's learning. They share information with each other, which helps provide a consistent approach to children's ongoing development and their individual needs.
- Staff do not always organise routine times as efficiently as they could. This means that children become disengaged from learning and have to wait for long periods.
- Staff do not consistently challenge children's learning as much as possible in some areas of learning, for example mathematics and literacy.

## What the setting needs to do to improve further

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

- improve the planning and organisation of group and routine times so that children remain engaged and motivated
- identify and address minor weaknesses in teaching to ensure that staff challenge children's mathematics and literacy skills to an even higher level.

### Inspection activities

- The inspector observed activities and staff's interactions with children indoors and outdoors.
- The inspector spoke to managers, staff and children at appropriate times during the inspection.
- The inspector viewed a range of written documentation, including children's records, policies, induction forms and suitability checks.
- The inspector took part in a joint observation with the manager.
- The inspector spoke to some parents to gain their views and feedback on the setting and staff.

#### Inspector

Hannah Barter

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff have a confident knowledge and understanding of their procedures and what to do should they have concerns about children's safety or well-being. They understand the importance of recording and monitoring concerns and know who to contact for advice. Regular training and monthly staff meetings help keep staff's knowledge refreshed and in line with current guidelines and legislation. Recruitment procedures are robust. Managers provide strong support and mentoring to all staff and ensure that they provide the best possible care and learning opportunities for all children. For example, staff have regular supervisory sessions and appraisals. Managers work closely with staff to assess children's development and monitor their progress. They have a good understanding of children's development levels and what to do to support their consistently good progress.

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

Staff regularly observe and assess children's development and plan individual next steps to support their progress. Staff skilfully extend children's learning through their interests. Extension is seamless and enables children to engage quickly in learning and express their ideas. For example, an interest in playing with babies led to children learning how to bathe and dress them. Children talked confidently about what they were doing and discussed their own experiences of bath time. Staff support children's communication and language skills well. For example, as younger children explored, staff narrated constantly and repeated keywords to help develop children's knowledge and understanding. As older children explored, staff asked a range of questions to help encourage children to think and respond, for example by asking, 'Can you tell me about what you have made?'

### Personal development, behaviour and welfare are good

Children behave well and have an excellent understanding of what staff expect from them. Children use sand timers to help resolve problems and share toys. They understand that they have to wait for their turn and, if they are using something, that they have to pass it on to somebody else once the sand runs out. Staff have a secure knowledge of children's routines. They recognise signs of tiredness and settle children down to sleep with their milk and comforters. Children have plenty of opportunities to access the outdoors and develop their large physical skills. For example, they use ride-on toys and use climbing equipment. Others enjoy exploring the outdoor kitchen and confidently make 'tea' for staff using tea bags, milk and mud.

### Outcomes for children are good

All children are making good progress in preparation for their future learning and their move to school. They are confident and enjoy learning and trying out new tasks. Children have good opportunities to develop their independence. For example, they know how to wash their hands and how to get ready to go into the garden. Children enjoy looking at books and follow the stories confidently with staff. They point to pictures and answer questions about what they can see. This helps develop their early reading skills.

## Setting details

<b>Unique reference number</b>	EY483933
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10076360
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Wee One's Day Nursery And Pre-School Ltd
<b>Registered person unique reference number</b>	RP534180
<b>Date of previous inspection</b>	12 February 2016
<b>Telephone number</b>	01342 836884 or 07801 550400

Wee One's Day Nursery and Pre-School registered in 2015 and is located in Lingfield, Surrey. The setting is open from 8am to 6pm on weekdays for 51 weeks of the year. It receives funding for free early education for children aged two, three and four years. There are eight members of staff, seven of whom hold a relevant early years qualification at level 2 or above. The manager is a qualified teacher.

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