

# Colets Nursery

St Nicholas Road, Thames Ditton, Surrey KT7 0PW



<b>Inspection date</b>	30 May 2019
Previous inspection date	4 January 2016

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

## Summary of key findings for parents

### This is a provision that requires improvement

- The leadership team's system for recruiting prospective staff is not consistently used to check that all staff are suitable to fulfil their role in working with children. However, the team does complete enhanced disclosure checks on all staff and review their ongoing suitability.
- Although staff regularly complete head counts of children, they do not consistently monitor the safety of children when moving between the nursery and outdoor areas. This means that they do not always monitor or identify potential risks to children.
- The arrangements for staff supervision are not yet fully embedded to support staff to raise the overall quality of teaching to the highest levels.
- Sometimes, staff are not consistent enough in their teaching techniques to give children enough time to think before they answer questions.
- At times, staff do not make good use of opportunities that arise to help children understand the importance of personal safety.

### It has the following strengths

- The management team has completed a detailed evaluation of the provision and developed a comprehensive action plan to raise the quality of care and learning for children.
- Overall, the quality of teaching is good. Children make good progress from their starting points. They are developing the knowledge and skills required for the next steps in their learning and the eventual move to school.
- Children's behaviour is good. Staff communicate expectations for behaviour well. For instance, they encourage children to share, take turns and be kind.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement rigorous recruitment and vetting procedures to ensure staff are suitable for their roles	30/06/2019
put into place effective supervision of staff which provides support, coaching and training for them in order to promote the interests of children and continuous improvement in the quality of teaching.	30/06/2019

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

- enhance the quality of teaching to give children more time to think and respond to questions, to develop their thinking skills further
- make better use of opportunities to help children understand the importance of keeping themselves safe.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector spoke with parents and took account of their views.
- The inspector met with the leadership team to look at a range of documentation, including policies, staff records, self-evaluation and the recruitment, training and safeguarding procedures.

### Inspector

Nicola Edwards

## Inspection findings

### Effectiveness of leadership and management requires improvement

The leadership team's processes for recruiting and vetting new staff are not robust and do not consistently ensure the suitability of prospective staff. Safeguarding is effective. Staff have a strong understanding of the signs and symptoms that indicate a child may be at risk of abuse, neglect, female genital mutilation, or being drawn into extreme behaviours or ideas. They know the steps to take to report any concerns about a child's welfare. Although the manager completes an induction with staff and conducts regular appraisals, arrangements for staff supervision are not yet robust. This means that staff are not offered regular opportunities to identify and address weaknesses in their practice and to develop their teaching skills to an even higher level. Partnerships with parents are good. Parents express that they are very happy with the care provided and compliment the 'genuine interest' that staff have in their children. They praise the staff and management for being approachable and supportive.

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

Children are encouraged to independently access toys and resources, indoors and outdoors. Staff know the children well. They regularly observe and assess children's development and share this information with parents. Staff support young children's early communication skills well. They are nurturing in their interactions, making good eye contact with children as they play. Staff introduce new vocabulary effectively as children explore resources. For instance, as children pick up puzzle pieces they model the vocabulary for colours, shapes and animals. Children have good opportunities to be creative. For example, young children enjoy learning about mixing colours using a wide range of paints. Older children demonstrate strong small-muscle skills as they use scissors to cut out cardboard shapes to create their own frog puppets to use when singing songs.

### Personal development, behaviour and welfare require improvement

Although risk assessments are in place, staff are not consistently vigilant of children's safety when moving between the nursery and outdoor areas. This means staff also miss opportunities to support children to understand the importance of personal safety, such as learning to cross roads safely. Despite this, children are offered good opportunities to be active and enjoy the fresh air. For instance, the youngest children confidently navigate tunnels, steps and soft-play areas. Older children eagerly climb and balance on larger apparatus outdoors. Settling-in procedures are effective and support the emotional needs of children. Staff work closely with parents to ensure that children are supported to develop good attachments to their key person.

### Outcomes for children are good

Children learn to recognise their names and self-register when they arrive in the morning. They are developing good pencil control as they draw patterns and practise writing their names. Children concentrate well as they listen to favourite stories and learn mathematical language, such as shapes and colours. They develop good social skills and build strong relationships with their friends.

## Setting details

<b>Unique reference number</b>	EY335074
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10073677
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	81
<b>Number of children on roll</b>	107
<b>Name of registered person</b>	Thames Ditton Sports & Squash Club Ltd
<b>Registered person unique reference number</b>	RP526279
<b>Date of previous inspection</b>	4 January 2016
<b>Telephone number</b>	0208 335 6982

Colets Nursery registered in 2006 and is located in Thames Ditton, Surrey. The nursery is open each weekday from 7.30am to 6.30pm, excluding Christmas and bank holidays. The crèche is open Monday to Saturday from 9.30am to 1.30pm, and the playscheme is open from 7.30am to 6pm during school holidays, and on Wednesdays from 3pm to 6pm during term time. The provision employs a total of 28 staff. Of these, 16 hold appropriate early years qualifications. The nursery receives funding for the provision of free early education to children aged two, three and four years.

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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