

# Inspection of Colets Nursery

St Nicholas Road, Thames Ditton, Surrey KT7 0PW

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Inspection date: 22 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Since the last inspection, the management team and staff have worked hard to address any weaknesses in the provision. They have implemented many changes in the environment to improve safety for all children. Most specifically, when moving between the different areas of the nursery. For example, as children walk to the garden, they hold onto a rope ladder. Children learn how to keep themselves safe as they listen for cars before they cross to the garden area.

Children are motivated to learn and confidently explore the interesting resources independently. Children's emotional needs are supported well. There is an effective key-person system and staff know children well. Babies settle quickly and have strong, caring relationships with staff. Older children often invite staff to join in with their games. Children are happy and feel secure. As a result, their behaviour is good.

Children relish in playing outdoors, where they have many opportunities to develop their physical skills. Staff follow children's lead in their play. For instance, they provide magnifying glasses and pictures of insects when children start to look for bugs. Additionally, activities such as weekly sports sessions further support children's physical well-being.

### **What does the early years setting do well and what does it need to do better?**

- Staff working with babies have a good understanding of how to support their needs. They work closely with parents to follow children's home routines and help them to settle in. Babies are happy and confident explorers. They have plenty of space to support their physical development. Staff ensure their needs are promptly met. They follow babies' interests and help them to name the animals they see in the book.
- Children build on their independence. They learn to put on their wellington boots and coats, and serve their own food at mealtimes. Children are encouraged to work with their peers, such as to tidy up and put resources away. Children learn how to maintain and look after the nursery resources. Children are confident at washing their hands following messy play activities and prior to mealtimes. However, occasionally, staff do not encourage children to practise their growing skills in self-care effectively. For example, sometimes, children are not reminded to blow their nose and wash their hands afterwards.
- Staff support children's developing language skills effectively. They introduce new words, ask questions and use repetition. They help children to build sentences, and encourage them to explain and describe what they are doing. For example, as babies build with the foam blocks, staff introduce early counting. Babies thoroughly enjoy this game and giggle as they knock them

down.

- Staff are kind and nurturing. They help children to develop good levels of self-confidence and a positive sense of belonging. For example, staff constantly praise children for their achievements.
- Partnerships with parents are positive. They value the care and education given to their children. Parents use an online application to view their child's progress and make comments. The views of parents, staff and children are taken into account to drive ongoing improvements. Parents value the electronic system of sharing information about their child's learning. This enables parents to continue their child's learning at home.
- The management team has high expectations to provide good-quality education and inclusive care for all children. The team ensures that good systems are in place to support children with special educational needs and/or disabilities (SEND). The special educational needs coordinator has made good links with outside professionals to offer a collaborative approach. As a result, children with SEND make good progress from their starting points.
- The management team involves staff in reflecting on the quality of the provision. The team identifies and makes some changes, such as introducing new systems for observations and planning, which leads to more accurate assessments. Staff report that they feel their well-being is now prioritised. For example, supervision and support for staff have been developed. However, the management team is not as strongly focused on how to build on improvements to the quality of teaching and learning across all the rooms in the nursery.

## **Safeguarding**

The arrangements for safeguarding are effective.

The management team follows robust recruitment processes that help to ensure the suitability of adults working with children. Staff receive regular training and updates about safeguarding and child protection issues. They confidently fulfil their role to protect children from harm. Staff know the indicators that a child may be at risk of abuse. They know what to do should they have any concerns about a child's welfare. Staff demonstrate a strong understanding of wider safeguarding concerns, such as the risks to children of being exposed to extreme views or behaviours.

## **What does the setting need to do to improve?**

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

- utilise opportunities that arise throughout the day to support children in developing self-care skills
- strengthen staff's teaching practice by giving them more incisive feedback on how they can develop the quality of their teaching to an even higher level.

## Setting details

<b>Unique reference number</b>	EY335074
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10112416
<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>	1 to 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	90
<b>Name of registered person</b>	Thames Ditton Sports & Squash Club Ltd
<b>Registered person unique reference number</b>	RP526279
<b>Telephone number</b>	0208 335 6982
<b>Date of previous inspection</b>	30 May 2019

## Information about this early years setting

Colets Nursery registered in 2006 and is located in Thames Ditton, Surrey. The nursery employs 27 members of childcare staff. Of these, 16 hold early years qualifications. The nursery is open from Monday to Friday all year round, except for Christmas and bank holidays. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kelly Lane

## Inspection activities

- The inspector completed a learning walk of the areas of the nursery with the management team and discussed the curriculum.
- The inspector observed the quality of teaching during activities and assessed how staff promote children's learning.
- The inspector spoke with children at appropriate times during the inspection. She discussed with the management and staff how they establish effective partnerships with parents.
- The inspector looked at evidence of the suitability of the staff.
- The members of the management team discussed their self-evaluation and how they drive ongoing improvement in the setting.

We carried out this inspection 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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