

# Inspection of Shepperton Organic Day Nursery

50 Sheep Walk, Shepperton, Middlesex TW17 0AJ

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Inspection date: 27 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy their time at the nursery and engage with staff in a welcoming environment. They happily separate from their parents to interact with the staff and engage in play. New children receive effective support and comfort from staff to help them during their settling in. Staff know how to distract new children should they wonder where their parents are. For example, new children start to calm as staff encourage them to move their hands through shaving foam.

Children form close bonds with staff. They develop good emotional well-being and happily interact with their friends. Older children eagerly get staff to participate in their imaginative play and talk to them about what they are doing. Younger children communicate through sounds and looks with staff as they complete simple puzzles and explore the different textures in a tray of toy animals, cornflakes and blocks. Staff have high expectations for what children can achieve. Children develop good personal independence and physical skills. For example, older children and toddlers serve themselves risotto at lunchtime and do so very confidently. They carefully carry their plates back to the table to eat and then scrape their plates and wash them up after they have finished. Older children eagerly volunteer to serve the babies their food and this helps boost their self-esteem and confidence. Children behave well and develop respect for each other.

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

- The manager and her staff have worked hard in partnership with the local authority to effectively address the previous actions raised. Improvements to supervision and induction processes help managers monitor staff practice and identify professional development opportunities that enhance staff skills. The management team effectively monitors staff-to-child ratios and updates policies and procedures, including those related to administering medication, to safeguard children. The manager and her staff now regularly reflect on their practice and the quality of the provision they provide.
- The implementation of positive strategies to manage children's behaviour, and to help them identify their feelings, is working effectively. Staff calmly talk to children and encourage them to think about their actions. For example, while outside, staff calmly talk to the older boys and encourage them to think why they should not play football near the younger children. Currently, on some days, staff group older and younger children together. They encourage children to all play together and help them to build positive relationships with each other.
- Partnership with parents is strong. Parents' meetings, newsletters and display boards provide parents with a wealth of information about the nursery. Parents stated that the manager and staff keep them fully informed about improvements to the provision and that they are confident in how well staff meet their

children's care and learning needs. Parents appreciate the information staff share with them about their children's progress, next steps in learning and any identified developmental gaps. Staff and parents work well together with other professionals to promptly seek any additional support children may need.

- Staff complete risk assessments to ensure activities and the nursery environment are safe for the children. The management team and staff use highly effective practices to build on their risk-assessing skills. For example, they create hazards, such as spilling liquid on the floor, for each other to identify, address and discuss to test these skills.
- The staff implement 'in the moment' planning. They build on what children know and their interests to engage them in their learning. Staff all interact well with children and talk to them as they play. However, at times, not all staff use their good teaching and questioning skills effectively to further challenge and extend children's learning.
- Staff make use of cultural events and the local community to build on children's awareness of the wider world and their similarities and differences to other people. All children take turns to visit and engage with the elderly in a local home. They go for walks to a local shop to help buy produce and visit the local duck pond to observe nature.
- Children enjoy putting puzzle pieces into place and sharing with staff which animal picture the corresponding skin pattern refers to. However, staff do not consistently check that the puzzles have all their parts, which can limit the effectiveness of the activity. Children eagerly use cause-and-effect toys and are fascinated by the inspector's laptop. However, there are fewer opportunities for them to explore technology and develop their understanding of this.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a secure knowledge of the local safeguarding procedures. They are aware of the signs which may identify a concern for a child's welfare and have a secure understanding of the process to follow if they need to report this. They are also aware of how to report a concern about a member of staff. All staff have undergone safeguarding training to update their knowledge. There are robust recruitment processes in place to ensure that staff are suitable to work with children.

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

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

- support staff to be more consistent in using their good teaching and questioning skills to extend and challenge children's learning further
- provide further opportunities for children to learn about and explore technology

to support their learning.

## Setting details

<b>Unique reference number</b>	EY477522
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10128795
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 5
<b>Total number of places</b>	63
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	London Organic Day Nurseries Ltd
<b>Registered person unique reference number</b>	RP531516
<b>Telephone number</b>	01932260600
<b>Date of previous inspection</b>	7 October 2019

## Information about this early years setting

Shepperton Organic Day Nursery registered in 2014. It operates in Shepperton, Middlesex. The nursery opens from Monday to Friday between 8am and 6pm (7.30am with the manager's prior agreement), for 51 weeks of the year. It provides free early education for children aged two, three and four years. There are 10 staff who work with children. Of these, seven hold relevant qualifications. The manager holds a qualification at level 5, one staff holds one at level 4, four staff hold level 3 and one has level 2.

## Information about this inspection

### Inspector

Anne Nicholson

## Inspection activities

- The manager carried out a learning walk around the nursery with the inspector to explain how the early years provision and the curriculum are organised.
- The inspector spoke with the manager, deputy managers, staff, children and parents at appropriate times throughout the inspection.
- The inspector discussed the arrangements for the safeguarding of children and the nursery's reporting procedures.
- The inspector observed the interaction between the staff and the children and the impact their teaching has on children's learning and development.
- The inspector sampled a range of documentation, including suitability checks, policies and procedures and children's development records.

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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