

Inspection of Egg Day Nursery

Stockbridge Road, Sutton Scotney, WINCHESTER, Hampshire SO21 3JW

Inspection date: 2 March 2020

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Staff make excellent use of a wealth of open-ended resources, including natural everyday items and problem-solving activities for children to explore as they play. They listen intently to children and the remarks they make and act on them quickly to inspire all children to learn. Staff diligently research and develop a deep understanding of what they teach, which promotes excellent discussion. For example, children show extremely high levels of engagement as they use props and utensils to make a 'magic mud potion' and learn about farm and jungle animals. Every room in the nursery is a hive of activity, as children enthusiastically make choices within their play. Staff creatively make everyday activities enticing, for example, by adding additional items to the dough, sand and ice. Children show sustained levels of concentration as they consider the scents and textures added, which keeps their curiosity ignited. Teaching is rooted in an expert knowledge and a full understanding of how children learn and progress.

Staff skilfully promote children's language and communication through all interactions. For example, children speak with increased confidence about how they feel and what they learn, such as mathematical concepts and pollution in the oceans.

All children are extremely happy, and laughter is an integral part of their day. The close relationships children have with staff help them to feel safe and secure. Children's behaviour is exemplary. They are exceptionally well prepared for their next stages in learning, such as school.

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

- The highly effective leadership, excellent partnerships with parents and the mutual pursuit for excellence shared by the whole staff team lead to outstanding experiences for children. Staff consult with parents heavily about their children's experiences at home, achievements and interests. Staff diligently incorporate them into daily planning to inspire children to learn.
- The manager prides herself on leading a happy and dynamic team. Staff report extremely high levels of support and a motivating reward scheme. The excellent staff monitoring and coaching systems in place ensure high-quality teaching across the nursery. For example, the proactive room leaders and staff adopt an extremely reflective approach and are relentless in ensuring the curriculum is highly stimulating. They make the very most of professional development opportunities and the latest early years research to continually enhance their outstanding practice.
- Staff expertly use systematic observations and assessments of what the children can do. They incisively plan for their level of achievement and learning styles.

Staff take an extremely creative approach in providing very rich learning experiences. This motivates all children to join in and make the most of what is provided.

- All staff have a deep knowledge of their assigned key children and their families. As a result, staff ensure each child receives high levels of emotional support. Systems to support transition within the nursery and to help settle new children are carefully tailored to each child's unique needs. Children show a real sense of belonging and have extremely close attachments with staff.
- The promotion of equality and diversity is at the centre of staff's work and all children are valued as individuals. Staff confidently work with parents to support children with special education needs and/or disabilities (SEND). Staff swiftly identify any children who may benefit from additional support. They work extremely sensitively with parents to obtain any external interventions to help close gaps rapidly.
- All meals and snacks provided are healthy and nutritious. Parents' and children's feedback on the food provided is highly valued and used to further improve. The nursery includes the chef's healthy recipes on weekly newsletters so parents can cook these at home. Children have the option of a healthy starter rather than a pudding during mealtimes.
- Staff coherently plan and sequence activities over time to reinforce the importance of keeping healthy. For example, staff skilfully provide children with time to enjoy dancing with scarves to music. This helps to teach children about how their bodies and heart rates change during exercise. Others learn about the importance of handwashing, and how quickly germs spread. For instance, they place their green-painted hands around the playroom to highlight how easily germs can be spread around objects that they touch.
- Promoting children's physical development is given the utmost priority. Children have ample opportunities to be outdoors and be physical in the fresh air. Children enjoy risk taking in a safe environment during adventures in the sand playground and adventure trail. Staff caring for babies are extremely attentive to their care needs and often hold their hands and encourage them to walk, move around and manage the stairs on their tummies and bottoms.

Safeguarding

The arrangements for safeguarding are effective.

The management team stringently fosters a culture of safeguarding and keeping children safe throughout the nursery. The leaders rigorously test staff's knowledge of child protection and the health and safety policies in a variety of creative ways. As a result, staff have an exceptional understanding of safeguarding issues and place the highest priority on keeping children safe. There are extremely effective systems in place to ensure all staff are suitable to work with children and their ongoing suitability is assessed. Staff work closely with parents and offer excellent advice on how to help reduce screen time at home and about the risks of the internet.

Setting details

Unique reference number	EY394603
Local authority	Hampshire
Inspection number	10108726
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	69
Number of children on roll	97
Name of registered person	Egg Childcare Limited
Registered person unique reference number	RP901396
Telephone number	01962760125
Date of previous inspection	9 September 2014

Information about this early years setting

Egg Day Nursery is privately owned and registered in 2009. It operates in Sutton Scotney, Hampshire. The nursery operates each weekday from 8am to 6pm, for 51 weeks of the year, with an early club from 7.40am and a late club until 6.20pm offered too. The nursery receives funding to provide free early education for children aged two, three and four years. There are 21 members of staff who work directly with the children. Of these, one holds a Master's degree in early years, one holds qualified teacher status and 13 staff hold a relevant childcare qualification at level 3.

Information about this inspection

Inspector
Bev Boyd

Inspection activities

- The manager and the inspector carried out a learning walk and discussed how the activities were organised to benefit the children.
- Letters from parents were read by the inspector to gain their thoughts on the nursery.
- The inspector spoke to staff and the children during the inspection to gain their views.
- The manager and the inspector evaluated the effectiveness of an activity together.
- Various documents were looked at by the inspector, such as the safeguarding and complaints policies.

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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