

Inspection of Ewell Family Centre

Riverview Road, West Ewell, Surrey KT19 0JP

Inspection date: 14 November 2019 - 9 December 2019

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

What is it like to attend this early years setting?

The provision is good

The manager and staff provide a nurturing and supportive child-centred environment. This enables each child to grow into an independent learner, ready to take their next steps in life. Children have good relationships with the staff and regularly show them affection. Staff follow children's home routines, which helps children to settle quickly. There is a warm, homely and relaxed atmosphere evident in the room, where children clearly feel happy, safe and secure. The manager and staff are good role models and children behave well. They praise children and help build on their developing self-esteem effectively.

Staff have high expectations of children. They know children well and plan a wide variety of enjoyable activities, centred around children's individual needs and interests. For instance, children explore shaving foam and other sensory resources. Older children investigate textures, such as ice, frozen shaving foam and sand. They discover where different animals live and the weather conditions the animals live in. Children have lots of opportunities to develop their physical skills. Younger children learn to balance on sound pads and staff teach them how to use the small slide safely. Older children thoroughly enjoy outdoor play and take great delight in digging for treasure and exploring the real vegetables in the mud kitchen. Children learn about nature through opportunities to grow herbs. They are happy and eager to learn because they have fun with the staff.

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

- Staff use spontaneous moments in children's play to enhance learning. For example, staff encourage young children to climb two small steps and go down a small ramp on a climbing frame. Staff help children count the steps and children have 'one more' go. Children develop an early understanding of mathematical concepts.
- Staff provide plenty of opportunities for children to develop their communication and language skills. They sing action songs, such as 'Wake up and shake up'. Staff share books with children, point out images on the page and ask children questions. However, staff do not always provide older children with enough time to gather their thoughts and respond to questions they ask. This does not help to extend children's thinking and speaking skills further.
- Staff work well as a team, supported by the manager. However, occasionally, staff do not use their good knowledge to reflect the cultural diversity of the children who attend the nursery.
- Staff make daily risk assessments and supervise children carefully to help keep them safe. They provide clear direction to children about their own safety and they gain a secure knowledge of assessing risks. Older children help to clear away resources and carry heavy boxes with staff, while being observant of

hazards in their path.

- Staff help children to develop good attitudes to learning. For example, children show good levels of persistence and problem-solving skills as they work out how to transfer sand between containers. Staff help children to learn how to manage their emotions. For example, they demonstrate to young children how to use 'kind hands'. Older children fully understand the nursery's values and how they can gain a star for their achievements. This enhances children's confidence and helps them to manage their behaviour and learn to value others.
- Parents comment they are happy with the service the nursery provides and are particularly happy with the loving and caring way staff support their children. Staff generally work well with parents. They provide regular updates on children's progress and communicate in different ways. However, they do not always give parents support to extend their child's learning at home.
- Staff ensure that children have healthy daily routines, such as regular physical exercise and nutritious meals. This helps children to begin to develop an early awareness of healthy lifestyles.
- The manager ensures parents', children's and staff's views are considered and contribute to plans for future developments. Since the last inspection, the manager has begun involving parents more in the way younger children are prepared as they move to the next stage of learning.
- The manager has high expectations of staff to ensure they provide appropriate challenge to children. She effectively monitors staff to identify when children require additional support or when supporting those children who are particularly gifted, and assesses how to make the best use of additional funding. This helps to minimise any gaps in learning early and support those children who need additional stimulation.
- The manager and staff teach children to be independent. Children understand good hygiene routines and learn the 'magic trick' to put on their coats without help.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge and understanding of the signs and symptoms of possible concerns relating to a young child's welfare. They are aware of the child protection policies and procedures to follow should they have any concerns. Staff have regular safeguarding training, which includes wider safeguarding issues, to help keep their knowledge up to date. The manager has a thorough recruitment and induction process to ensure staff are suitable for their roles.

What does the setting need to do to improve?

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

- refine the curriculum further to reflect the cultural diversity of the children who attend the nursery
- enhance the already good partnerships with parents to help them extend their children's learning at home
- provide older children with more time to answer questions staff ask, in order to strengthen their thinking and speaking skills.

Setting details

Unique reference number	EY390562
Local authority	Surrey
Inspection number	10108719
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 1
Total number of places	6
Number of children on roll	9
Name of registered person	Ewell Family Centre
Registered person unique reference number	RP525115
Telephone number	0208 337 1245
Date of previous inspection	27 February 2014

Information about this early years setting

Riverview Day Nursery registered in 2009. It is located in West Ewell, Surrey. The setting is open Monday to Friday from 8am to 5.45pm for most of the year. There are four staff, all of whom hold early years qualifications at level 3.

Information about this inspection

Inspectors

Susan Allen
Helen Penticost

Inspection activities

- The inspector had a tour of the premises and observed the impact of teaching on children's enjoyment and development.
- The inspector spoke with parents to gain an understanding of their views.
- The inspector completed a joint observation of an activity with the manager.
- The inspector sampled a range of documentation.
- The inspector spoke with the manager and staff about their practice and children's learning and development.

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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