

Inspection of Nutkins Day Nursery

117 Tolworth Rise North, Surbiton, Kingston Upon Thames KT5 9EP

Inspection date: 1 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and motivated to learn at this welcoming nursery. Some children give staff cuddles when they greet them, which shows the positive relationships they have. Children demonstrate that they are content, safe and emotionally secure. Despite the challenges faced during the COVID-19 (coronavirus) pandemic, children have adapted readily to the necessary changes, including leaving their parents at the door and going into the nursery with a member of staff.

Staff implement all areas of learning through offering a range of planned activities and interacting with children during their chosen play. Children engage well in activities and show a positive attitude to learning. They are confident and eager to share what they know with staff and other children. For example, children eagerly name baby animals, such as 'calf' and 'piglet', and talk about how cows give us milk.

Children are kind and caring. They share resources, and staff support them to take turns. Children show a clear understanding of the high expectations of staff, who offer children continuous praise. Children help to care for the fish and pet hamster in the nursery. Children behave well, listen and follow instructions. Staff encourage children to talk about their emotions and feelings.

All children make good progress, including those with special educational needs and/or disabilities, those who speak English as an additional language and those in receipt of funded early education. Partnerships with other professionals are very effective. Parents are highly complimentary of the nursery. They describe the staff as 'warm, genuine and friendly'.

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

- Staff provide opportunities for children to develop and learn in the well-resourced outdoor learning environment. Children spend vast amounts of time outdoors and are physically active in their play. They learn to take manageable risks as they negotiate the climbing frame and practise their balancing skills. Children have opportunities to plant seeds and care for vegetables in the allotment area.
- Most children are busy, motivated and involved in activities. Older children enjoy matching and sorting activities. They eagerly design artwork, using a range of art and craft materials. However, the quality of teaching across the baby room is variable. Staff working with the younger babies do not consistently encourage them to participate or engage in activities.
- Children and their parents build close bonds with their key person and all staff.

Parents speak very positively about the care and education provided at the nursery. They feel well informed about their children's learning and progress. Since the COVID-19 pandemic, the manager has adapted how she communicates with parents. She has introduced a software programme where parents can view observations and photos throughout the day of what their child has done. Parents comment that this has made them feel more involved.

- The manager and staff work cohesively together to ensure the smooth running of the nursery. The manager has a clear vision and ambitious plans for the future of the nursery. She regularly reviews and reflects on her practice and supports staff in their professional development to help raise their knowledge and practice. Staff have regular supervision meetings to help enhance their practice.
- Overall, staff recognise quickly when children may need support. They spend a good amount of time joining in with children's play and guiding their learning. Staff support the communication and language of children. However, some staff's interactions occasionally lack the challenge to support children's learning to the highest level, to bring about rapid progress.
- The key-person system works well and helps children to build a sense of belonging. Children develop good independence skills in managing their personal care. Older children use the bathroom independently and understand the importance of good handwashing. Children learn a wide range of skills, which prepares them for school.
- Staff encourage children's understanding of the world effectively. Children learn about animals under the sea and use words such as 'octopus' and 'starfish'. They have fun creating their chosen sea animal, using art and craft resources. Younger children immerse themselves in the sensory experience of water play. They use a range of tools to practise their early writing skills. Staff use routine activities to introduce children to numbers and counting.
- There is a strong focus on supporting children to follow healthy lifestyles. The nursery is working on becoming 'sugar-free' and all menus are extremely nutritious. Children learn how to clean their teeth as they practise on large models of teeth. Children participate in ball-skills sessions, yoga and dance sessions. Children enjoy a good range of planned outings and learn about the community in which they live.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand and are fully aware of their roles and responsibilities to protect children in their care from harm. They can recognise the signs and symptoms that may indicate a child is at risk of harm. Staff have an awareness of wider aspects of safeguarding, such as the 'Prevent' duty. The manager makes sure that staff are suitable to work with children. Daily risk assessments are carried out of the indoor and outdoor areas to ensure that all hazards are removed. The environment is safe and secure.

What does the setting need to do to improve?

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

- plan opportunities for babies even more closely to ensure that their curiosity and interest are consistently promoted
- extend children's learning and vocabulary during their play and routines to support and enhance their language and communication skills.

Setting details

Unique reference number	EY558545
Local authority	Kingston upon Thames
Inspection number	10190155
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	34
Number of children on roll	56
Name of registered person	Nutkins Day Nursery Limited
Registered person unique reference number	RP558544
Telephone number	07967625911
Date of previous inspection	Not applicable

Information about this early years setting

Nutkins Day Nursery registered in 2018. The nursery employs 12 members of childcare staff. Of these, eight hold appropriate childcare qualifications. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Frances Oliver

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the setting.
- The manager and the inspector had a learning walk to discuss how the educational programme is delivered.
- The inspector observed children's play and assessed the impact of staff teaching.
- The manager and the inspector carried out two joint observations and evaluated the quality of teaching and learning.
- A sample of documentation was reviewed, including staff's qualifications and the suitability of staff working with the children.
- The inspector spoke to staff, children and parents at appropriate times throughout the inspection and took account of their views.

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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