

# Inspection of The Burrow

North Lodge, Park Drive, ASHTEAD, Surrey KT21 1LE

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Inspection date: 6 July 2021

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Children develop their physical skills well when they learn in the outdoor learning environment. Staff supervise children well, enabling them to take calculated risks. Children use hammers to hit nails into wood, and they climb on structures in the woodland. Children show a sense of achievement with their 'proud face' when they have succeeded. Children use their imagination to create things from the wide range of household and natural materials. For example, they make an 'octopus house' from stones and plant pots. Children enjoy pretending to be a teacher and travelling to the seaside on the train. They hold a seashell to their ear and say, 'I can hear the sea'. Children dress up and use a range of equipment, including walking sticks and a stethoscope to listen to their heartbeat.

Children comment that they like to play with their friends. They help to tend the vegetable garden and listen to instructions on how to pick the rhubarb. Children count the sweet peas, wash them and hold discussions about what they will taste like before eating them. Staff support children with special educational needs and/or disabilities to learn about their powerful feelings well. All children display good behaviour, which enables them to enjoy group activities together. Children learn that they must follow simple rules, such as putting on their coat before going out to play in the rain and sharing resources with their friends.

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

- Staff provide a broad, challenging early years curriculum. The learning experiences are generally exciting and engage children, who spend long periods of time concentrating on what they are doing. Staff plan 'invitations' for children to focus on specific skills that they need to learn. Staff provide challenges for children to assess and extend their knowledge. However, on occasions, staff do not use the knowledge that they have about children's abilities to fully engage children in their learning.
- Staff support younger children in learning to follow the rules and using good manners. Staff act as positive role models. They speak with respect and care towards the children, reminding them to ask their friends to share the paint. Older children display a secure understanding of the rules in place and follow them instinctively. For example, they take off their wellington boots and hang up their coats before they go inside.
- Children are developing the skills they need to acquire for the next chapter of their learning. They learn to become independent through the daily routine. Children wash and dry their hands before snack and learn to respond to their name at register time. Children help to tidy up when their play has finished, and they make choices from the wide range of resources available.
- The management team has used their funding to improve the quality of teaching

and to review and extend the resources used to support children's curiosity. They use quality-assurance schemes to review and improve the procedures in place. For example, supervision procedures have been extended to ask staff about their workload and well-being. Regular observations completed on staff identify their strengths and areas for further development. Staff complete regular training, which helps to strengthen their knowledge and improve their practice. Staff report that they feel well supported by the management team.

- Staff support children's communication and language well. They describe what younger children are doing to help them link words to actions. Children learn new vocabulary during their play, such as 'pipette' when painting and 'sweet pea' and 'rhubarb' while tending the fruit and vegetables they have grown. Staff read stories and sing songs with the children. However, on occasions, staff do not encourage all children to express themselves when responding to questions.
- Partnerships with parents and other professionals are successful. Parents comment that the nursery is 'amazing', 'accommodating' and 'friendly'. Parents confirmed that their children have settled well, despite some of the restrictions in place due to the COVID-19 (coronavirus) pandemic. The 'Sunday Newsletter' provides a weekly update of what the children have done and the plans for the week ahead. This helps parents to support their children's learning at home. Effective partnerships with local schools support children's transitions to 'big school'.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of how to keep children safe. They have regular opportunities, through staff meetings, to go through procedures and examples to keep their knowledge of safeguarding issues updated. Leaders and managers follow safer recruitment procedures to confirm that the staff that work with children are suitable to do so. When visitors come to the setting, staff supervise them well to ensure that they are never left alone with children. Staff complete effective risk assessments on the activities provided, the materials used and the environment. Staff are vigilant during collection time; children learn to wait in the line until they see their parent or carer at the gate.

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

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

- ensure that all staff are clear on children's individual developmental needs in order to strengthen the implementation of planned learning experiences
- provide more opportunities for all children to express their ideas and thoughts, particularly at story time.

## Setting details

<b>Unique reference number</b>	EY482804
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10198977
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	LBM64 Limited
<b>Registered person unique reference number</b>	RP907701
<b>Telephone number</b>	01372277465
<b>Date of previous inspection</b>	18 May 2016

## Information about this early years setting

The Burrow registered in 2015. The nursery is situated in a residential area of Surrey. It is located inside Ashted Park, surrounded by woodland, some of which is owned and used by the nursery. The nursery is open each weekday from 8.30am until 4pm and offers morning sessions for older children and afternoon sessions for younger children. The nursery provides a club for older children that stay throughout the day. A holiday club operates during the summer holidays for school-age children. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery employs nine staff, six of whom hold a relevant qualification ranging from level 3 to qualified teacher status. Three staff are working towards gaining a qualification.

## Information about this inspection

### Inspector

Maria Conroy

## Inspection activities

- This was the first routine inspection the provider 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 their evaluation of the provider.
- The inspector spoke to the parents of the children attending to gain their views on the quality of the setting.
- The inspector conducted a learning walk with the manager to discuss how staff decide what children need to learn, and how staff implement the curriculum.
- A joint observation was carried out during the inspection to find out the manager's view of staff's interactions with the children and to discuss professional development.
- The inspector spoke to children and staff at appropriate times throughout the inspection.

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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