

Inspection of Haslemere House Day Nursery

Haslemere House Day Nursery, 68 Haslemere Avenue, Mitcham, Surrey CR4 3BA

Inspection date: 24 November 2021

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

The provision is good

Children settle quickly at this small and homely setting. They arrive happy and are greeted each morning by staff they know and trust. There is a high staff ratio and children receive lots of adult attention. They have close bonds with staff. One child commented that one of their favourite things about the nursery was their teachers.

Children benefit from child-led and adult-directed activities which help them to make good progress in their learning. Children explore the garden, where they develop their gross motor skills to support their physical development. They confidently roll cars down ramps and take safe risks by balancing on a balancing beam. Children develop their curiosity as they explore different textures when playing in the mud kitchen. All children, including babies, develop an interest in books and enjoy being read to. Older children develop a good understanding of mathematical concepts as they listen to the story 'Busy Busy Busy'. They learn concepts such as patterns as they recognise sequences in the story. Children who are learning English as an additional language are supported well. Staff learn simple words in children's home language and have small targeted groups to help develop language further.

Children behave well and understand the routines and expectations. During a mathematics activity, older children are able to follow simple instructions and take turns. They praise each other when they have matched the correct compare bear to the number.

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

- Parents are happy with the care provided to their children. They value and praise the setting and comment that their children enjoy attending and feel safe. Parents are well-informed about their children's learning and progress, which helps them to carry on this learning at home.
- Children are confident communicators. Language is promoted throughout the setting through the repetition of words, singing and practitioners consistently talking with children. Younger children are secure and settled as staff interact with them warmly and sensitively.
- Leaders and managers have a clear vision for the setting. They are able to identify the setting's strengths and how they will build on these to further ensure that children are given opportunities to build on their experiences.
- Staff know their key children well, which helps them to plan a varied curriculum. They work closely with parents to settle children and to assess their development to ensure that learning is consistent.
- Although staff promote children's language, the types of questions they ask can sometimes be too repetitive, which restricts children's thinking and learning.

Staff often ask children about what colours things are, but they do not extend children's thinking further by asking a range of questions to expand their thought processes.

- Overall, the nursery is well resourced and children have choices about what they would like to play with. However, planning does not provide children with a wide range of opportunities to explore and develop their curiosity.
- Staff feel well supported by the manager and say that they feel listened to and valued. During regular supervision meetings, staff are able to reflect on their practice and consider areas of professional development. They benefit from opportunities to attend courses to develop their knowledge and skills, which supports better outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of different types of abuse and the signs that a child may be at risk. This includes safeguarding matters such as female genital mutilation. Staff know what indicators would give them cause for concern to help protect children. Safeguarding training is prioritised for all new staff members. Leaders complete regular quizzes with staff to ensure that safeguarding is at the forefront of their mind. Staff know their responsibility to report any concerns and are confident to whistle-blow if required. The arrangements for responding to accidents and incidents help to keep children are safe.

What does the setting need to do to improve?

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

- make greater use of opportunities to develop children's thinking skills and promote their language development by using skilful questioning techniques
- develop the curriculum planning to ensure all children are provided with rich learning experiences that encourage them to explore and to develop their curiosity.

Setting details

Unique reference number	EY370548
Local authority	Merton
Inspection number	10214639
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 4
Total number of places	36
Number of children on roll	52
Name of registered person	Atheray Organisation Limited
Registered person unique reference number	RP905861
Telephone number	020 8640 0822
Date of previous inspection	21 October 2016

Information about this early years setting

Haslemere House Day Nursery registered in 2008. It is located in Mitcham, Surrey. The nursery is open Monday to Friday, from 8am to 6pm, for 50 weeks of the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 13 staff, all of whom hold qualifications from level 2 to level 3.

Information about this inspection

Inspector

Kelly Walton

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 manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector had discussions with staff and parents and took their views into account.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector looked at relevant documentation to evidence staff suitability.

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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