

Inspection of Tongham Daycare Ltd

St. Pauls C of E First School, West Ring, The Cardinals, Tongham, Farnham, Surrey
GU10 1EF

Inspection date: 6 December 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	Outstanding

What is it like to attend this early years setting?

The provision is good

All children build strong bonds with the staff. They are happy to leave their parents at the gate and eagerly go with staff to their base rooms. Children know where to place their belongings. They are confident to share with the inspector which peg they have and how they use their picture or recognise their name.

Younger children enjoy building on their interests. For example, when children express an interest in what is under the sea, staff provide an activity with sand, play animals, buckets and spades. Children receive encouragement to share their own experiences of making sandcastles and discuss the names of the sea animals with staff. They build on their vocabulary as they 'fill', 'tap' and 'pat' buckets, 'flip' them over and describe the shapes they have created.

Older children gain a good understanding of what is expected of them and learn how to take risks in their play. They learn to negotiate on balance beams, build with large construction blocks and use scissors and other tools safely. Children enjoy using scissors, tape and gift paper to wrap up their 'presents'. They enjoy 'writing' their Christmas wishes in cards to Father Christmas and posting them in their Christmas post box. Children learn to think critically and build on their understanding of mathematical concepts, such as shapes, colours and numbers. They eagerly share where they have found pictures of shapes around the garden and also what other objects are the same shape as these.

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

- The management team demonstrates that it is fully committed to embedding good-quality care and education for all children. Managers monitor staff practice and identify changes to improve outcomes for children. For example, they have redefined the areas children use to ensure that children have a base room and more structure to their day. Managers have put an action plan in place and are gradually implementing these changes.
- Managers implement robust recruitment and induction processes. New staff state that they receive a comprehensive induction, and their personnel files demonstrate this. New supervision sessions are in place and managers consult with staff to agree on targets for their ongoing professional development.
- Staff know the children well. They talk with children about their day so far, their interests and what they would like to do at nursery. Staff take an interest in the information that children share. This has a positive impact on children's confidence and emotional well-being.
- Children behave well and learn the importance of being respectful to others. They learn to share and take turns. They are kind to each other and show empathy to their friends. Older children demonstrate good manners and

routinely say 'please' and 'thank you'. Children are eager to share their ideas with staff, who value these, and this builds on children's self-esteem.

- Children with emerging and identified additional needs receive really good support. Staff place a strong emphasis on identifying gaps in children's learning and development. They work in close partnership with parents and a wide range of other professionals to put plans in place to assist these children to reach their full potential.
- Staff promote children's awareness of their personal hygiene skills throughout the day. Children understand the need to wash their hands after using the bathroom, after outside play and before eating. They know where to find tissues to blow their nose and the importance of putting their 'germs' in the bin. Staff engage children in exciting activities that reinforce oral hygiene and why brushing their teeth is important. Children clean giant teeth to remove the dirt and recall with staff how they need to do this twice a day.
- The quality of staff teaching is good overall. However, there is inconsistency among staff. Some staff are exceptionally good in their interactions with children and successfully engage and extend on their learning. Other staff are less confident. Although they know what they want children to learn and develop, they do not always maximise opportunities to build on this. In addition, at times, some staff do not enable children to build on their personal independence skills as they automatically do tasks for children that they could do for themselves.
- Parents speak highly of how well the nursery staff support them and their children, particularly when they have identified additional support is needed.

Safeguarding

The arrangements for safeguarding are effective.

The management team is aware of its responsibilities to keep children safe. The designated safeguarding lead demonstrates a secure understanding of her role. All staff have recently completed safeguarding training to update their knowledge, and managers randomly test them on what they know. Staff all demonstrate a good awareness of what may indicate a concern about a child's welfare and where to refer these concerns. They are also aware of the whistle-blowing procedure if they feel that managers are not addressing these concerns. Staff regularly complete risk assessments to help them identify and minimise any hazards that may arise.

What does the setting need to do to improve?

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

- promote more consistency in the quality of staff practice and raise all their interactions with children to a consistently high level
- support staff to further develop children's independence to the best possible level.

Setting details

Unique reference number	EY345109
Local authority	Surrey
Inspection number	10108638
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	2 to 6
Total number of places	60
Number of children on roll	109
Name of registered person	Nurturing Childcare Ltd
Registered person unique reference number	RP524053
Telephone number	01252 350599
Date of previous inspection	9 June 2015

Information about this early years setting

Tongham Daycare originally registered in 2006 under Nurturing Childcare Ltd and is now part of the Family First Nurseries group. It is located in Tongham, Surrey. The nursery opens from Monday to Friday, 7.30am to 6pm, during the school term. The main sessions run from 9am to midday and from midday to 3pm. The setting also runs a school holiday club from 8am to 6pm. The nursery employs 18 members of staff, most of whom work directly with the children. Of these, 15 staff hold relevant qualifications at level 3, and two staff hold qualifications at level 2. The nursery is in receipt of funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Anne Nicholson

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 and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector and the manager carried out a joint observation of a group activity promoting oral hygiene.
- The inspector spoke to staff, children and parents during the inspection and took account of their views.
- The inspector sampled a range of documents, including the nursery's policies, complaints, safeguarding folders and staff files.

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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