

Inspection of The Nest

The Nest Day Nursery, 18 Queens Road, Hersham, WALTON-ON-THAMES, Surrey
KT12 5LR

Inspection date: 14 April 2022

Overall effectiveness **Good**

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 a sense of belonging at this welcoming and inclusive nursery. They demonstrate positive attitudes to their learning and have secure attachments with the kind and caring staff. Children eagerly join in with the wide range of activities and enjoy their time at the setting. They show high levels of engagement in activities of their own choosing, and grow in confidence to try new activities. For example, older children carefully take steps along low-level wooden beams as they gain control and confidence in their physical abilities. Younger children show curiosity and become immersed in their play as they scoop, pour and transfer water. All children are keen to show what they know and can do.

Children's behaviour is good. There is a calm atmosphere, with children positively engaged in their learning. Children gain an understanding of how their behaviour impacts on others. They learn to value everyone's contributions and to listen to one another. Children enjoy taking on additional responsibilities, such as helping to set the table at lunchtime and clearing up afterwards. This helps them to develop the skills they need for their next stage in learning, including starting school.

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

- The provider and her deputy have a strong vision for the nursery and are committed to providing high-quality care and education. They regularly reflect on practice and evaluate the nursery to ensure that the continuous improvements benefit children's learning. The management team monitors staff practice well and have a clear understanding of their strengths and areas for improvement. For example, they recognise that less-experienced staff require further support to help them build on their understanding of the curriculum and to sharply focus on the identified learning intentions for each child.
- Staff have high expectations of what children can achieve. They know the children well and can confidently talk about their capabilities and interests. Overall, they plan a curriculum that provides children with a wide range of experiences and activities. For example, children benefit from well-organised group times. They listen to staff, and contribute by choosing their favourite songs and stories. Older children can recognise their names and understand mathematical concepts, such as 'more' or 'less'. Younger children join in eagerly with action songs and rhymes.
- Staff place a strong focus on developing children's communication and language skills. For example, they are skilled in modelling language, using open questions and narratives to extend children's language. This includes using sign language to support younger children's understanding of spoken words. Staff provide resources to bring stories to life and keep children interested. Older children use words such as 'absorbed' and 'evaporate' as they talk to staff about life cycles.

All children have ample opportunities to engage in conversations, share their views and ideas and build on their vocabulary and communication skills.

- Children have opportunities to enjoy fresh air and learn outside. Staff provide a variety of challenging equipment and activities to support children's small-muscle skills in readiness for early writing. For example, younger children pick up small objects and paint using a variety of tools and materials. Older children take part in woodwork projects and work collaboratively together to solve problems. However, the outdoor curriculum does not yet fully support opportunities for the youngest children to develop their large-muscle skills to the highest level.
- Partnerships with parents are good. Staff share what children are doing and learning on a daily basis and through regular assessment updates. Parents are highly complimentary of the provider and staff. They are very happy with the progress that their children make at the nursery. Parents praise the care and the range of activities provided for their children. They say that they feel well informed about their child's achievements.
- Staff observe and assess children's progress regularly and take prompt action to help close any gaps in their learning. They support children, including those with special educational needs and/or disabilities, to make rapid progress in their learning. Staff work well with other professionals and the additional settings that children attend. They invite specialist professionals to the nursery, such as a sing and sign teacher, to enhance children's experiences.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a sound knowledge of how to ensure that children are kept safe. They know the possible signs that a child may be at risk and how to report any concerns about children's safety and welfare. Staff are supported through training on various aspects of safeguarding at induction, and through additional training and staff meetings. Rigorous and robust recruitment procedures are in place for all staff. Staff maintain a safe environment for children. They complete thorough risk assessments to help ensure that the areas of the premises children access are safe and suitable.

What does the setting need to do to improve?

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

- support less-experienced members of staff's understanding of the curriculum, to help them sharply focus on the identified learning intentions for each child
- enhance the curriculum offered in the outside area to increase the daily physical development opportunities available for younger children to develop their large-muscle skills.

Setting details

Unique reference number	EY479692
Local authority	Surrey
Inspection number	10228912
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	24
Number of children on roll	22
Name of registered person	The Nest Day Nursery Limited
Registered person unique reference number	RP535168
Telephone number	01932 247449
Date of previous inspection	15 February 2017

Information about this early years setting

The Nest registered in 2014. It is located in Hersham, Walton-on-Thames, in the London Borough of Elmbridge. The setting operates from 8am to 6.30pm, Monday to Friday, for 51 weeks of the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are nine staff. Of these, one holds a relevant qualification at level 6, the manager holds a qualification at level 5, three members of staff hold a qualification at level 3, and two staff hold a qualification at level 2.

Information about this inspection

Inspector

Joanne Allen

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 her evaluation of the provider.
- The provider and the inspector undertook a learning walk, where the planned learning behind the educational programmes on offer was discussed.
- At suitable times during the inspection, the inspector spoke to staff and children and took their views into account.
- The inspector and the provider observed interactions between adults and children. They discussed the learning that took place.
- The provider and her staff explained their role in safeguarding children to the inspector.
- The inspector viewed a range of documents relating to safeguarding, suitability of staff and record-keeping.
- The inspector obtained feedback from parents for 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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