

Inspection of Perfect Start Day Nursery Farnham

Perfect Start Day Nursery Farnham, Waverley Lane, Farnham, Surrey GU9 8BQ

Inspection date: 19 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children respond positively to the warm, friendly greeting that staff give on their arrival, helping them to feel safe in their care. Babies beam with delight at staff's loving interactions. The environment is calm, with lots of areas of interest for the children to explore. Children benefit from a wide range of activities that spark their curiosity. For example, they enjoy feeling the textures of real vegetables hidden in mud.

Children develop a good range of physical skills. For example, a low hill in the garden is a source of challenge and delight to children as they skilfully climb up and balance carefully on their way down. Babies develop their physical skills as they navigate wooden bridges and bang on musical instruments. Toddlers have fun copying action songs and creating sounds by tapping metal kitchen utensils on the table.

Children make good progress as they move through the nursery. By the time they leave, they have lots of the skills and knowledge that they need for the next stage in their learning. Children learn to enjoy books and to sing with confidence and enjoyment. Staff have high expectations of children's behaviour. Children happily play with their friends, taking turns, and they use toys purposefully. For example, they proudly demonstrate their increasing physical skills as they whizz along on wheeled toys, challenging one another in a light-hearted, competitive way.

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

- The nursery is led by a highly driven and ambitious leader. There is a strong culture of making ongoing improvements to enhance children's and families' experiences. Children are at the heart of everything that the manager and staff do. The manager and staff undertake regular professional development. They use what they have learned well to help improve the learning environment and their practice. For example, training about schemas has helped the staff to consider resources and activities that support children's learning preferences and interests. Staff say that their well-being is promoted extremely well.
- The nursery cook provides freshly cooked, healthy meals and snacks throughout the day. Mealtimes are sociable occasions in all rooms in the nursery, and independence is encouraged. Older children serve their own food and pour their own drinks, and babies and young children are encouraged to feed themselves. Staff are well aware of children's dietary needs and preferences.
- Children benefit from plenty of fresh air and exercise. They love playing in the well-resourced outside area. This is illustrated as children delight in chasing bubbles and catching them in their hands.
- The manager and staff provide an ambitious curriculum that is implemented well

throughout the nursery. Staff have a clear vision of what they want children to learn and they provide support so that all children can make progress in their learning. Children develop an increasing understanding of early mathematics. Staff use fun and age-appropriate teaching methods to help children learn about numbers, shapes, quantities and sizes. For instance, they sing a variety of counting songs and use mathematical language during play.

- Staff interact skilfully with children who require additional support for their communication and language skills, taking account of their individual needs. For instance, staff get down to children's level to enable good eye contact, and speak clearly and simply. All children make good progress in their communication and language development. However, at times, staff do not engage children in back-and-forth verbal interactions. Therefore, some children receive less support to develop their thinking and speaking skills.
- The manager and staff share a wealth of information with parents, such as on toilet training strategies. They actively encourage parents to extend their children's learning at home. Parents comment that they greatly value the lending-library scheme, which has very much helped them to understand how to encourage their children's early enjoyment of books. They say that they are very happy with the care their children receive. Parents describe the nursery as a very nurturing and loving environment.
- Staff are positive role models who teach children effectively about appropriate boundaries and expected behaviour. Children listen to and respect other's ideas. There are a range of resources available to help children learn about different cultures. However, children do not consistently learn about the similarities and differences between themselves and others. This limits children's understanding of the world and what life is like in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have robust recruitment checks and induction procedures in place. This means that those working with children remain suitable. Leaders ensure that staff receive regular safeguarding training. Staff are vigilant and supervise children well. They understand the possible indicators of abuse. Staff understand their responsibilities to report any concerns about the welfare of a child in their care. There are clear safeguarding policies and procedures in place. Staff are aware of the whistle-blowing procedure and leaders understand how to report any concerns about staff's practice. Leaders have robust procedures in place for visitors. The setting is very secure. This means that no unauthorised person can enter the property.

What does the setting need to do to improve?

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

- extend children's vocabulary during their everyday play and routines to support and enhance their language and communication skills
- build on the ways that children learn about the wider world and those people who are different from themselves.

Setting details

Unique reference number	2589156
Local authority	Surrey
Inspection number	10205050
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	80
Number of children on roll	125
Name of registered person	Perfect Start Day Nurseries Limited
Registered person unique reference number	2508637
Telephone number	03337720689
Date of previous inspection	Not applicable

Information about this early years setting

Perfect Start Day Nurseries Limited registered in 2020. The nursery operates from a premises in Farnham, Surrey. It opens from 7.30am to 6.15pm, Monday to Friday, all year round. The nursery employs 37 members of staff. Of these, 20 hold appropriate early years qualifications at levels 2, 3 or 5. The nursery receives funding for free early education for children aged three and four years.

Information about this inspection

Inspector

Sarah Richards

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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff and parents and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The manager and the inspector carried out a joint observation of a planned adult-led activity and discussed its impact.
- Children spoke to the inspector about what they enjoy doing and their play and learning.

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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