

Inspection of Frimley Nest Day Nursery

Frimley Green Football Club Hall, Frimley Green GU16 6JX

Inspection date: 30 May 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 are greeted by smiling staff and are happy to separate from their parents. Due to the COVID-19 pandemic, parents continue to drop their children off at the front door. Managers have high expectations for all children, and the impact of the curriculum is clear. Children develop good communication skills and talk to staff about the world around them. They make friendships and play together happily in their chosen play. Older children confidently observe letters and numbers in the environment. For example, they can identify the first letter of their name.

Children are kind and caring to their environment and each other. They are content and comfortable in the nursery. Children buzz with excitement during an outing to the allotment. On arrival, they show delight when observing how their strawberries have started to turn from green to red. Staff promote outdoor learning effectively and children are keen to explore a lot of learning opportunities outside. For example, they excitedly recognise door numbers on houses during a local walk. Children learn how to keep themselves safe indoors and outdoors. For instance, staff demonstrate to children how to use a knife and fork safely. Older children understand how to assess risks, for example when they remember that 'brambles can scratch'.

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

- Children enjoy a wide range of experiences outside the nursery. For example, they explore local woodlands, parks and duck ponds regularly.
- Staff follow children's interests to enhance their learning. They provide a balanced and broad choice of activities. This allows children to be independent and make decisions.
- Managers meet regularly with staff and provide effective support and discussions about the planned learning experiences and their professional development.
- Following recent changes in staff, managers constantly evaluate the nursery. They are aware of their strengths and are keen to make further changes, in particular that have a positive impact on the children's experiences in the toddler room. For example, to support the existing opportunities to further challenge younger children.
- Managers use induction and supervision effectively to monitor the quality of staff practice. New staff report that they feel very well supported in their roles.
- Staff skilfully prepare children for life in modern Britain. For example, children behave very well, follow boundaries and respect their environment and each other. They develop an understanding of how to share with their friends.
- Staff build effective relationships with parents and work in partnership to provide tailored care to the children. As a result, parents and their children feel valued.
- Overall, staff find out about the children's home experiences and include these

in the setting. However, they have not fully considered all ways to provide children with wider experiences of people's similarities and differences.

- Staff who take a lead for children with special educational needs and/or disabilities are knowledgeable. They work well with parents and professionals to ensure children get the support they may need.
- Staff know the children well. This allows them to provide individualised care and learning effectively. Children build secure attachments with all staff and feel safe in their care.
- Staff build strong links with the local community. For example, during a walk, the local residents wave and children smile excitedly. This supports children to feel recognised and part of the wider world.
- Managers and staff understand the importance of working with parents to make sure that children settle into the nursery well. This means that children and their families are well supported through this transition period.
- Parents speak highly of the staff and comment that their children enjoy attending nursery. Parents report that the staff are 'kind, caring and friendly' and that this makes them feel at ease leaving their child with them.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to keep children safe and demonstrate a secure understanding of how to protect children from harm. For example, they complete thorough risk assessments before they can take children on outings, and teach children how to cross the road safely. Managers ensure that all staff complete training on safeguarding. Staff understand the signs and symptoms that a child could be at risk of harm. Staff know how to raise concerns about children's safety. Managers follow a safer recruitment process. This ensures that staff are suitable to work with children.

What does the setting need to do to improve?

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

- make full use of everyday opportunities to celebrate and compare each other's similarities and differences
- raise the quality of education, in particular in the toddler room, to provide more challenge and support children's learning and development to the highest levels.

Setting details

Unique reference number	EY561603
Local authority	Surrey
Inspection number	10191104
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	34
Number of children on roll	50
Name of registered person	Frimley Nest Day Nursery Ltd
Registered person unique reference number	RP561602
Telephone number	07506788443
Date of previous inspection	Not applicable

Information about this early years setting

Frimley Nest Day Nursery registered in 2018. It is situated in Frimley Green, Camberley, Surrey. The nursery is open Monday to Friday from 8am until 6pm for 51 weeks of the year. It employs a team of 12 childcare staff, 10 of whom hold appropriate qualifications from level 2 to level 5. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Nicole Odell

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 them about what they want children to learn. The inspector looked at the early years provision for all age ranges.
- The inspector talked to staff at appropriate times during the inspection 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 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 joined the staff and children on a visit to their allotment off site.
- The inspector carried out a joint observation of a communication and language activity with the manager. They had a discussion after to evaluate the activity.
- The inspector spoke to several parents during the inspection and took account of their views. Parents who were unavailable provided written feedback.

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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