

Inspection of Okewood Nursery Limited

Okewood Nursery, Walliswood, Dorking, Surrey RH5 5RD

Inspection date: 22 June 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 arrive happily and settle quickly. Attentive staff provide comfort, particularly to younger toddlers who are new to the setting and require extra support to separate from parents. Children interact confidently with staff and each other. They work together and express their ideas. For example, after listening to a story about a journey to the moon, children decide to make telescopes. They demonstrate to each other how to roll the paper. They share the sticky tape and excitedly point out the moon that is still visible in the sky, so all their friends can find it too. Staff consistently model kind and positive interactions and this shows in the children's good behaviour.

Children learn skills to help prepare them for their next stages in their learning. For instance, they recognise their own name during self-registration and confidently practise mark making on a range of different surfaces.

Children enjoy using the attractive range of resources. These have been carefully considered by staff to provide children with real objects and open opportunities to learn and explore. For example, children use a china tea set when making 'tea' for each other in the mud kitchen. Children are actively encouraged to take supervised risks in their play. They carefully climb ladders in the nursery 'fort', placing one hand over the other, until they reach the top.

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

- The management and staff work effectively together. Staff feel supported, valued and encouraged to continue with their professional development, such as through working towards higher-level qualifications. The additional knowledge contributes to staff being confident in their roles. The provider constantly reflects on staff's practice and makes positive changes to the environment, to meet children's learning needs. For example, they have introduced an outside music area which has encouraged children's imagination and creativity.
- Children are confident talkers and show well-developed language and communication skills. Toddlers use mathematical language as they count the number of bricks they use to build towers. Older children remember new vocabulary, using words such as 'sphere' when talking about the shape of the moon.
- Staff provide children with plenty of opportunities to practise their physical skills. For instance, the provider has creatively made a 'tin can alley' for the children to use. Children develop coordination and control as they join in with target practice. They spend an extended time at this activity. They take turns and develop an understanding of being safe as they wait for their friends to finish before moving forward to re-stack the cans. All children, including the very

youngest, join in with the morning dance fitness session. Staff support them to consider the effect that activity has on their bodies. Children practise deep breathing and calming exercises before they begin their day. All children make good progress in their physical development and are well prepared for their next stage in learning.

- A wide range of resources are available that children can access independently. This allows them to lead their own learning. Staff enjoy playing with the children. They understand when to join in play and when to allow children to explore independently. However, sometimes staff ask too many questions and do not give children enough time to respond. This does not support children to develop their critical thinking skills.
- Children learn the importance of a healthy lifestyle. Staff provide them with a range of nutritious fruit snacks and remind them to drink plenty of water. Children learn the importance of protecting themselves from the sun. Older children confidently help to apply their own sun cream. Staff are vigilant about ensuring all children wear sun hats and spend time in shaded areas.
- Support for children with special educational needs and/or disabilities is good. Staff work closely with parents and other professionals to offer a consistent approach. This ensures children receive tailored support to help them make good progress and enjoy their time at this inclusive nursery.
- Children enjoy looking at books. They attentively listen to stories read by staff and anticipate what is going to happen next. Children learn to handle books with care. However, they do not have as many opportunities to access print in the outside environment, to help extend their emerging literacy skills.
- Partnership with parents is a strength in the nursery. Parents are complimentary about the care and education that their children receive. They feel informed about their children's day at nursery and their learning. Parents say that staff 'go above and beyond their expectations' and comment on how well their family has been supported by the provider.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good knowledge of child protection issues and are aware of their role and responsibilities to keep children safe. They can identify the signs or symptoms that may indicate a child is at risk of harm. They keep their safeguarding knowledge up to date and know the correct reporting procedure to follow, including whistle-blowing if they are concerned about the conduct of a colleague. The manager follows clear recruitment procedures and continues to assess staff's suitability, for example through support and coaching. They complete risk assessments to ensure that the environment is safe and secure and children have a safe place to play.

What does the setting need to do to improve?

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

- raise staff's understanding of the importance of effective questioning to help children to further enhance their critical thinking
- provide further opportunities for children to recognise letters and access print, particularly in the outside environment.

Setting details

Unique reference number	2543590
Local authority	Surrey
Inspection number	10233429
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	25
Number of children on roll	55
Name of registered person	Okewood Nursery Limited
Registered person unique reference number	2543589
Telephone number	01306 627067
Date of previous inspection	Not applicable

Information about this early years setting

Okewood Day Nursery is situated in Walliswood, near Dorking, Surrey. The nursery is open five days each week, term time only, from 8.30am to 4.30pm. The nursery is funded to provide free early years education for children aged two, three and four years. The nursery employs six staff, four of whom hold suitable early years qualifications at level 3.

Information about this inspection

Inspector

Nina Lambkin

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 provider, the manager and the inspector completed a learning walk together and discussed the early years curriculum and the impact this has on children.
- The inspector spoke to children and staff at appropriate times during the inspection and took account of their views.
- The deputy manager carried out a joint observation with the inspector and had a follow- up discussion about children's learning.
- The inspector spoke to parents and took account of their views.

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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