

Inspection of Farthings Nursery Ltd

Ottershaw Memorial Fields, Foxhills Road, Ottershaw, Chertsey, Surrey KT16 0NQ

Inspection date: 24 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 are very happy, settled and secure. They are building a strong sense of belonging and good bonds with their key person, as well as other members of the team. Children have many opportunities to be physically active and have access to fresh air. They enjoy using their increasing balance skills as they ride wheeled bikes in the garden area. Children have the space and freedom to run around and this also helps them to manage simple risks in their play. Children are curious and engaged learners. Staff plan for many exciting activities and opportunities to build on what children already know and what they would like them to achieve. Children make their own choices in their play and this helps them to build confidence in their own abilities and develop skills for the next stage in their learning.

Children behave well and are starting to understand how to manage and recognise their own emotions. They use good manners under the effective role modelling of the staff team. Children enjoy sharing their experiences with others. For example, bringing shells from a recent trip to the beach to discuss at circle time. This helps children to feel valued and respected. Children are independent in their own self-care and this helps to support their eventual move on to school.

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

- Partnerships with parents are well established and are a particular strength of the nursery. Parents are very complimentary of the care their children receive and the amount of communication shared. This has helped them to feel valued and a large part of their children's achievements. Parents comment on how the nursery has been 'instrumental' in preparing children for their move on to school.
- Children are building a love of books and stories. They are able to recall parts of a favourite story and characters they remember. Children are imaginative and creative. They enjoy playing 'I spy' with their friends or telling each other jokes. Older children are starting to recognise letters contained in their own names and younger children mark make with paints and create patterns in shaving foam. This helps children to start to use different tools to build on their hand-to-eye coordination.
- Staff help to promote children's communication and language to expand on the range of vocabulary that they use. For instance, as children go on a dinosaur hunt, staff talk about them being 'camouflaged'. Children respond by using the magnifying glasses provided to try to spot them in the herb bed.
- The manager is reflective in how she evaluates areas of the nursery to improve. She recognises the importance of involving children, parents and staff to help identify further suggestions for change. Staff benefit from regular supervision meetings to help improve their practice. However, professional development is

not precisely planned to help staff to continuously raise their knowledge and understanding further.

- Children use early mathematics in their play. They show an increasing understanding of solving problems they may encounter. For example, they realise they have to pour more water to move the ducks down drain pipes. Younger children count items as they play and pretend to sell ice creams in the role-play area. This helps to increase children's understanding of real-life experiences, such as using money.
- Staff help children to learn about the importance of being healthy. For instance, they discuss how drinking water when it is hot helps them to stay hydrated. Children enjoy reading stories about having healthy bones and good foods to eat to help them to grow. However, the snack time routine is very structured and this means that children are disrupted in their play and learning if they do not want to eat at this particular time.
- Children make good progress, including those who receive additional funding or with special educational needs and/or disabilities (SEND). Staff carefully check the progress that children make. They are quick to identify potential gaps in children's development to provide them with additional support if required. Next steps are planned to support each child to make their best progress. Children who excel in areas of their development receive additional challenges to keep them fully engaged and highly motivated in their play and learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to protect the children in their care. They are confident in how they would identify potential signs and symptoms of abuse and the procedures they would follow to report concerns. This helps to protect the welfare of children. Staff use thorough risk assessments to help to keep children safe when at the setting. The manager follows robust recruitment and supervision processes to ensure staff working with children are suitable to do so. Staff are aware of how to use the whistle-blowing policy if they should be concerned about any practice they observe within the team.

What does the setting need to do to improve?

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

- precisely plan for more professional development opportunities to raise staff awareness and understanding even further
- review the snack routine to ensure this does not unnecessarily disrupt children's play and learning.

Setting details

Unique reference number	2519089
Local authority	Surrey
Inspection number	10207979
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	2 to 4
Total number of places	24
Number of children on roll	21
Name of registered person	Farthings Nursery Ltd
Registered person unique reference number	2519088
Telephone number	07956265422
Date of previous inspection	Not applicable

Information about this early years setting

Farthings Nursery registered in 2019. It is situated in Ottershaw, Chertsey, Surrey. The nursery operates term time only, from 9.15am to 12.45pm on Monday, Tuesday and Friday, and 9.15am to 2.30pm on Wednesday and Thursday. The nursery employs four members of staff. Of these, one holds an appropriate level 6 qualification and two hold appropriate level 3 qualifications. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gwendolyn Andrews

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 nominated individual and has taken that into account in the evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed how the curriculum for the setting is organised. The inspector spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including suitability checks and staff qualifications.
- The manager and the inspector discussed plans for evaluating and areas identified for improvement. The inspector and the manager discussed how professional development is planned.
- The inspector observed the teaching and learning in both the indoor and the outdoors and the impact this has on the development of the children. The inspector spoke directly to parents and took their comments and written comments into consideration.

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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