

Inspection of Coombe Day Nursery

Courtney House, Station Approach, Norbiton Avenue, KINGSTON UPON THAMES,
Surrey KT1 3QT

Inspection date: 12 July 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 have a good start to their education at this nursery. They form strong attachments with adults and build friendships with other children. Children are safe and happy. They enjoy a broad curriculum, including visits to local areas of interest. They learn about the environment and different events, for example, children visit the London aquarium.

Children take part in a range of experiences that are tailored to meet their individual needs. They are challenged in their learning and staff have high expectations of children. All children make good progress. Children's achievements and special moments are celebrated. For instance, children leaving for school proudly join in their graduation event. They behave well and follow instructions. Children understand what rules they need to follow and why.

Children learn to show care and concern for living things, such as their pet animals. A strong area of the curriculum is communication and language. Children eagerly join in role play, stories, singing and discussions which effectively expand their vocabulary and their ability to become confident talkers. Older children speak fluently and eagerly join in with stories. They learn to count, identify colours and shapes.

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

- The curriculum is balanced and interesting for children. Staff gather information from parents to help them understand children's existing skills and knowledge. They know what children need to learn next and create fun ways of implementing this learning. All children make good progress. The manager supports staff to identify children who may show potential gaps in their learning. She works closely with parents and seeks advice from relevant professionals in the local authority, when appropriate.
- Babies and toddlers are very happy and content. They delight in the experiences provided. For example, toddlers join in role play with dolls. Children learn to care for others and to be respectful. Babies show pride as they are supported to walk up and down with the support of staff, practising new skills. However, on occasion, staff do not organise routine as well as possible and as a result babies are left waiting to go outside and become impatient.
- Staff know children well and respond to children's non-verbal cues. For example, babies point to the bubble equipment. Staff ask, 'would you like some bubbles?' They show excitement when staff recognise this and join in trying to catch and pop the bubbles. Staff effectively introduce vocabulary such as, 'pop', as children repeat, 'pop, pop'. Staff use effective levels of praise consistently and encourage all children to share. This has a positive impact on children's emotional well-

being.

- Staff provide many opportunities to strengthen children's finger muscles and promote their writing skills. However, at times, some staff do not encourage children to complete activities for themselves. For example, during an art activity in the pre-school room, staff draw circles and cut shapes out for children. They do not allow the children to have a go at writing words for themselves, which does not fully maximise children's literacy skills.
- Children benefit from plenty of fresh air and develop strong physical skills. They show enjoyment in sitting together at lunchtime. Staff provide fresh, healthy meals. However, they do not encourage toddlers to have a go at serving themselves or cleaning their own hands and face after lunch. As a result, younger children's independence is not always encouraged.
- The manager has strong leadership skills. She is passionate, dedicated and has high expectations for the children and staff. Staff feel valued and supported. They benefit from good staff professional development, regular team meetings and reflect on their practice. They work together to drive forward improvements that benefit children's learning.
- Parents speak very highly of the nursery and staff team. They are particularly pleased with the arrangement for communication and say that staff provide excellent advice, reassurance and support for them and their child. They feel listened to and involved in the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff prioritise children's safety. They carry out specific risk assessments to meet children's individual safety needs and know the emergency procedures to follow. The manager ensures that staff understand their responsibilities to keep children safe from harm. Staff benefit from regular training on child protection and wider safeguarding issues, such as county lines and domestic abuse. They confidently identify signs of potential abuse and have clear procedures for recording and reporting concerns. The manager follows safer recruitment guidelines to help her recruit new staff safely. She has effective systems in place to ensure staff are continuously suitable to work with children. All necessary documentations are in place and current, including staff paediatric first aid. She knows who to contact if an allegation is made against a member of staff.

What does the setting need to do to improve?

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

- develop the routine to allow babies access to the garden so they are not waiting for long to have the door open and become impatient
- review how the curriculum for literacy is implemented to further extend older

children's writing skills

- review the lunchtime routine, particularly for toddlers to help further promote their independence.

Setting details

Unique reference number	EY250495
Local authority	Kingston upon Thames
Inspection number	10234695
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	53
Number of children on roll	78
Name of registered person	Khan, Zahida
Registered person unique reference number	RP909507
Telephone number	0208 549 5343
Date of previous inspection	27 September 2016

Information about this early years setting

Coombe Day Nursery registered in 2002. It operates from the Royal Borough of Kingston upon Thames, Surrey. The nursery is open Monday to Friday from 8am until 6pm for 51 weeks of the year. The nursery employs 23 staff; of these, four hold early years qualifications at level 5 while 10 hold relevant childcare qualifications, between levels 4 and 2, seven are unqualified but working toward their qualification. The nursery receives government funding for children aged two, three and four years.

Information about this inspection

Inspector
Marvet Gayle

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the ongoing impact of the COVID-19 pandemic with the provider and has taken that into account in her evaluation of the nursery.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to children and took their views into account.
- Joint observation was carried out by the manager and the inspector during a planned activity indoors.
- The inspector held discussions with the manager in relation to the leadership and management of the nursery.
- The inspector looked at relevant documentation, including evidence of recruitment, staff's qualifications, and their suitability to work with children.
- The inspector spoke to parents at the inspection and took their feedback into account.

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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