

Inspection of Shapes Day Nursery

Federation House, 21 West Street, Epsom KT18 7RL

Inspection date: 13 April 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and excited for their day at this nursery. Staff greet them affectionately, and children enthusiastically share news from home. They separate from their parents with ease, and even the young babies settle quickly. Babies' needs are supported, and their care routines from home are acknowledged and followed.

Children confidently choose from a wide range of activities that staff have set out for them. They seek out their friends to play with and, with the support of staff, engage for extended periods at activities. Staff have high expectations for all children. They create rooms that are welcoming and inviting and encourage children's imagination and choice. Children are enthusiastic in their play and learning. They learn lots of important new skills and gain lots of new knowledge due to the good-quality teaching.

Children show that they feel secure and have close bonds with staff. They are eager to show their achievements and enjoy the praise they receive. Children interact well with other children and are supported with turn-taking and sharing, which they manage well.

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

- Leaders and managers have high expectations. They regularly evaluate the quality of the provision with a focus on improving areas to support children's learning and development. All staff are involved in the ongoing plans for improvement. For example, staff recently completed forms to evaluate the outdoor area and are able to contribute ideas that will support children of different ages.
- Staff are happy and feel supported; they are enthusiastic in their job roles. Managers provide staff with opportunities to develop their skills and extend their knowledge through training. Staff have supervision sessions to discuss their needs and development. However, at times, these can be informal and are not fully effective in ensuring staff have a clear understanding of what they can do to build on their existing good teaching skills.
- Staff provide a language-rich environment. Children show a love of reading and will choose their favourite books that staff read enthusiastically, changing their tone of voice to keep the children engaged and excited. Staff develop children's vocabulary well during activities, which supports their overall learning. For example, nursery children show enjoyment playing with sea animals in a water tray. They play together in a small group and excitedly talk to staff about what they are doing. Staff ask the children about the different creatures and encourage children to think about life under the sea.

- Children have lots of opportunities to develop their mathematical thinking. Staff incorporate mathematical learning into children's activities from a young age. For example, children use counting blocks to build towers and look at the different sizes and shapes of blocks and count them.
- Staff support children's physical development well. They plan to help children enjoy exercise and energetic play. Children have daily opportunities to engage in indoor and outdoor activities to help them develop a positive attitude towards following an active lifestyle. Younger children have age-appropriate equipment to support the development of their movement. For example, babies have sensory activities on the walls that encourage them to reach and stand. Older children enjoy daily music and movement sessions that incorporate yoga movement and breathing techniques.
- Parents comment that they feel supported by staff, and staff show genuine care and interest in the children. Parents are happy that children make good progress, and children have strong bonds with the staff. However, staff do not ensure information is shared regularly enough to best help parents support learning at home.
- Staff form close bonds with the children and meet their needs well. Staff use constant praise to encourage positive behaviour and to help build children's self-esteem. For example, staff sing to babies when changing nappies to help keep them engaged and calm.
- All children make good progress towards their next stage of development. This includes children who speak English as an additional language. Those with special educational needs and/or disabilities are supported well. Staff consider the needs of individual children and adapt methods to ensure they are fully supported. For example, children who struggle with changes in the day are given a reminder as to what will happen next, and staff use a visual timetable for children to follow. This works well and means that the children are fully prepared for the next activity taking place.
- Children behave very well. They understand what is expected of them and the rules within the nursery. Staff give children clear instructions and help them to resolve differences quickly and calmly. For example, with the support of staff, children arrange how to take turns using different toys and equipment.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers ensure that staff have up to date safeguarding knowledge. Managers and staff are able to discuss signs that might indicate a child is at risk of harm or abuse, such as physical, emotional and sexual abuse. Staff discussed a wider range of safeguarding issues, such as female genital mutilation, county lines and the 'Prevent' duty. All staff have paediatric first-aid training. Risk assessments are in place to ensure the safety of children. Managers take into account accidents and injuries, and procedures are updated when needed. Safe recruitment procedures are in place and followed, ensuring all 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:

- strengthen the systems in place for the monitoring and development of staff, ensuring supervision sessions are regular and cover all aspects of the role
- improve feedback to parents about the development of children and the progress they are making.

Setting details

Unique reference number	EY498743
Local authority	Surrey
Inspection number	10282939
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	100
Number of children on roll	129
Name of registered person	Shapes Day Nurseries Limited
Registered person unique reference number	RP900926
Telephone number	01372877863
Date of previous inspection	15 May 2018

Information about this early years setting

Shapes Day Nursery registered in March 2016. It is situated in Epsom town centre and is one of three day nurseries owned by a private provider. There are currently 32 staff employed to work with the children. Of these, three members of staff hold early years qualifications at level 5 or 6, 10 staff hold qualifications at level 3 and two staff are qualified at level 2. Four staff members are being supported to gain childcare qualifications, and there are seven unqualified staff members. The nursery receives early education funding for children aged three and four years.

Information about this inspection

Inspector

Nicky Butler

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.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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