

# Inspection of Aspire Day Nursery

1a, Howard Road, Surbiton KT5 8SA

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Inspection date: 19 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are happy, safe and settled at this nursery. Staff have high expectations of children and follow children's individual interests when planning for their learning. Children are actively engaged in focused activities and progress well through the areas of learning. A well-established key-person system allows children to form strong bonds with staff. This helps children to develop positive relationships and grow in confidence and independence. Children are respectful of each other and show positive behaviour. They listen attentively and respond well to instructions.

Children benefit from regular trips out to the local park. Staff make full use of the space to promote children's physical development and understanding of the world. Children enjoy extra-curricular activities, such as 'teddy tennis', to help with coordination and teamwork. Staff build on children's mathematical development across the age ranges. For example, children sing along with counting songs and listen to staff using mathematical language. Older children learn the value of number by counting their fingers and matching them with numbers and dots. Staff encourage early reading across the nursery, including through regular visits to a local library. Children enjoy books and share stories together. Staff support children who speak English as an additional language by learning and using some keywords and working closely with families.

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

- The nursery has doubled in size since the last inspection. The manager recognised the need to expand the management team and now works successfully with two deputy managers. Together, they regularly evaluate the service and strive for improvements to benefit children.
- Staff feel valued and supported by the management team. They receive regular support, training and supervision to extend their knowledge and skills. However, there are occasions when less-experienced staff would benefit from even more consistent support to build on their practice and support individual children in their development.
- Children access a well-balanced curriculum that supports all areas of their learning and builds on what they already know and can do. Staff closely monitor children's progress from the start. They are skilled to recognise when children require additional support and work well with the management team to arrange early intervention. This helps children to progress from their starting points.
- Settling-in procedures are effective. All children, including babies, settle in quickly when they first start. They learn to follow routines in the room. For example, babies engage in rhyme time and join in with actions. Staff skilfully use simple language with babies to support their early language development.
- The management team and staff have reconstructed role-play areas following

children's interests and to support their individual learning needs. This helps children, including toddlers, to use their imagination and build on their social skills and communication and language development.

- Well-qualified and experienced staff support pre-school children with learning letter sounds, when they are developmentally ready, in preparation for early reading. Children engage in a range of activities, including arts and crafts, and develop good pencil control.
- Children enjoy learning and exploration. However, there are occasions, such as during mealtimes, where learning is not managed as well and children in some rooms are disengaged as they wait at the table for long lengths of time.
- Children learn to accept each other's differences. They are kind to one another and behave well.
- Partnership with parents is strong. Parents talk highly about the support and guidance they receive to progress their children's development. Staff encourage parents to share their children's learning from home. This helps to provide continuity in children's learning and development.
- The management team and staff work well with outside professionals to support individual children in their development. They share information effectively and provide early intervention to help some children catch up with their peers.
- All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make steady progress. They are well prepared for a move to school when the time comes.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are well deployed and supervise children effectively. They carry out regular risk assessments to keep children safe. The management team has a robust procedure in place to ensure that all staff are suitable to work with children. The manager ensures that staff regularly receive safeguarding training. She uses effective methods to test staff's understanding of how to protect children's welfare. All staff demonstrate a secure understanding of what to do should there be concerns about a child or a colleague's conduct.

## **What does the setting need to do to improve?**

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

- tailor even greater individual support and training for staff to enhance their practice and support for individual children
- review some daily routines, such as mealtimes, to reduce waiting time for children and maximise their learning.

## Setting details

<b>Unique reference number</b>	EY489699
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	10282793
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	130
<b>Number of children on roll</b>	168
<b>Name of registered person</b>	Khan, Zahida
<b>Registered person unique reference number</b>	RP909507
<b>Telephone number</b>	02082419661
<b>Date of previous inspection</b>	28 November 2017

## Information about this early years setting

Aspire Day Nursery registered in 2015 and is based in Surbiton, Surrey. It is one of three nurseries owned and operated by an individual provider. The nursery is open from Monday to Friday all year round, except for bank holidays. Sessions are from 8am to 6pm. The nursery provides funded early education for three- and four-year-old children. The nursery employs 54 members of staff. Of these, one holds early years teacher status, three hold qualified teacher status and 24 hold qualifications from level 2 to level 6.

## Information about this inspection

### Inspectors

Katarina Hustava  
Zoe Duggan

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The management team and the inspectors had a learning walk together and discussed the early years curriculum.
- Parents spoke to the inspectors and shared their views about the nursery.
- The inspectors spoke to staff and children at appropriate times during the inspection.
- The inspectors reviewed some documents relevant to the inspection process.
- The manager and the inspector carried out a joint observation together.
- The inspectors held a meeting with the management team.

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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