

Inspection of Unique Beginnings Childcare

Breech Lane Community Centre, Breech Lane, Walton-on-the-Hill, Surrey KT20 7SN

Inspection date: 18 April 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

All children, including the youngest, are happy, settled and confident. They enjoy exploring the vast range of experiences and resources in the inviting environments. Staff have a clear understanding of how they implement their chosen curriculum successfully to interest children in their learning. Children are excited to join in with the motivating activities which are carefully planned for them. For example, younger children enjoy exploring sounds they can create using different instruments. Older children learn about the concept of recycling and pollution and are intrigued when exploring water to learn about how to protect sea life.

Staff are positive role models and children know what is expected of them. Children are polite and behave well. Older children are eager to help younger children complete tasks. Children independently use visual prompts to indicate when their time is up playing with a particular toy. Children learn about the importance of being kind and empathetic. For example, they help staff create a place where the community can access books, toys and food products to support them. All children have good opportunities to develop their physical skills. For example, they confidently learn about the different ways they can move their bodies, such as by using age-appropriate and safe climbing and balancing equipment.

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

- The manager and staff have made significant improvements since the last inspection. For example, they have completed beneficial training to ensure they fully understand how to consistently manage any challenging behaviour. Staff have implemented ways to support children to understand their own behaviour. This includes using resources to help them express their feelings and emotions appropriately.
- The manager and staff establish positive relationships with all children. They get to know their routines and understand their individual personalities. Children of all ages feel safe and secure and enjoy the company of staff. For example, they smile and giggle happily as they play hiding games in the garden with them. Babies are comforted quickly by staff and reach out to them for reassuring hugs.
- All children have a positive attitude towards their learning. Staff support all children to make good progress. This includes those children with special educational needs and/or disabilities. For example, staff implement strategies that they know will support children. This includes providing children with sensory toys to aid their concentration.
- Overall, children are engaged in their learning experiences. Staff have worked hard on developing their routines. All children know what they are expected to be doing and what they are doing next. However, staff do not quickly recognise when it would be beneficial to step in to engage children more during larger-

group activities. Therefore, organisation of these times does not consistently support all children to remain focused on their learning.

- The manager closely monitors the good quality of education and care that staff provide. She regularly observes staff interact with children and provides them with constructive and helpful feedback. Staff work well as a team to evaluate their practice. They use their findings to support their future performance.
- Staff have worked hard as a team to ensure that the setting is hygienic and safe and, overall, have succeeded in doing this. For example, children now have a hygienic space to eat meals. However, staff do not ensure that all children consistently understand and follow hygiene rules, such as more thorough handwashing routines. This impacts children's understanding of why these routines are important.
- All staff establish positive partnerships with parents, who speak highly of them. Staff keep them well involved and informed in their children's learning. For example, they share photos of what the children have enjoyed doing. Staff share helpful ideas with parents, such as activity ideas, and successfully provide a good link between home and the setting.
- Staff support children to develop a good understanding of the similarities and differences from outside of their own communities and experiences. For example, they talk about traditional foods of other countries, such as South Africa.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a secure and confident knowledge and understanding of safeguarding and child protection policies. This includes knowing what signs and symptoms of abuse to be aware of and what may cause an initial concern. Staff know who they should contact to seek advice and know how to raise and follow up any potential issues. Staff complete thorough risk assessments to help minimise any potential hazards. This includes ensuring children remain safe around the wide range of animals they meet. Children learn how to be safe during challenging activities, such as using real tools and cooking stewed apples on the camp stove.

What does the setting need to do to improve?

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

- provide guidance to help staff know when to intervene to refocus children's attention during large-group activities
- support staff to fully understand the importance of ensuring all children consistently follow good hygiene routines.

Setting details

Unique reference number	2597775
Local authority	Surrey
Inspection number	10248006
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	30
Number of children on roll	59
Name of registered person	Hyett, Danielle
Registered person unique reference number	2597776
Telephone number	07885238072
Date of previous inspection	27 June 2022

Information about this early years setting

Unique Beginnings Childcare registered in 2020. It is located in Walton-on-the-Hill, Surrey. The setting is open Monday, Tuesday and Friday from 8am to 5pm and Wednesday and Thursday from 9am to 3pm, term time only. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs nine members of staff, six of whom hold a relevant early years qualification at level 2 and above.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide children.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff at convenient times and considered their views.
- The manager and inspector carried out a joint observation on the quality of interactions between staff and children.

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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