

Inspection of The Grove Nursery

All Saints Church Hall, Weybourne Way, New Haw, Addlestone KT15 3DH

Inspection date: 18 April 2023

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 warmly welcomed into this inclusive and nurturing nursery. They arrive with smiles and are eager to join in with friends. Children show positive attitudes to learning as they freely explore the variety of exciting activities on offer. For example, in their independent play, children play with toy cars and place them at different levels in a toy garage. They use their imaginations and share ideas to create various scenarios with models of people. Children behave well. They demonstrate a good understanding of the rules and boundaries, such as 'walking indoors'.

Children are confident talkers. They initiate interesting conversations with staff about their home experiences. Children hear new words provided by staff and begin to apply these in context. For instance, they are eager to find worms when digging with spades in the mud outdoors. They are fascinated by worms and when they spot one, they say 'the worm is burrowing'.

All children love to be physically active outdoors. They grow in confidence and control as they use various equipment. Children learn to test their abilities and take risks, such as when balancing on tyres and climbing steps on a slide. They follow staff's lead and celebrate each other's achievements. For example, older children accurately kick a football to each other and cheer when they score a goal.

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

- The knowledgeable manager is dedicated to continual improvement. She has a clear understanding of the strengths and priorities for the nursery. For example, staff have been supported to write good-quality information about children's progress using an online application. Additionally, children's love of reading has been greatly improved with the introduction of a home-reading scheme, where they can borrow books from the nursery. This shows how staff are working effectively with parents to support children's learning.
- Staff know children's interests and abilities very well. They gather this information through regular discussions with parents, observations and assessments. Staff use these details to plan and implement an ambitious and well-sequenced curriculum. All children make good progress, including those with special educational needs and/or disabilities (SEND). The special educational needs coordinator works closely with staff, parents and outside agencies to provide targeted and effective support to enable children with SEND to reach their full potential.
- Staff encourage children to be independent across the nursery. For instance, older children place their belongings on coat pegs labelled with their names as they enter the nursery. Younger children place their outdoor shoes on named

cards and change to their indoor shoes. Children persevere with their independence skills when faced with minor difficulties. They feel proud when praised for their efforts by staff.

- Children learn about a variety of cultures represented in the nursery. Staff encourage parents from different cultures to offer guidance on the festivals they may celebrate. For example, children learn about the Muslim festival of Eid and the importance of fasting during the month of Ramadan. Children eat dates and learn that people from the Muslim faith, who have fasted all day, eat these first. In this way, they can make comparisons between their own culture and those of others.
- Staff recognise the importance of teaching children to adopt healthy lifestyles. For instance, children practise using toothbrushes to clean models of teeth to help them understand the importance of good oral hygiene. However, staff do not make the most of opportunities to explain to children why good hygiene routines, healthy eating and drinking are important for a healthy lifestyle.
- Overall, staff's teaching skills are of a good quality. The manager monitors staff practice and offers feedback to help improve their teaching skills. However, she does not always precisely identify where staff need further support and guidance to maintain consistency in teaching and to engage in high-level interactions with children.
- Parents are highly complimentary of the education and care their children receive. They comment on how well informed they are about what their children are learning throughout the day. Parents are impressed with the interesting range of activities and recognise the positive impact they have on their children's engagement. For example, some children have become keen gardeners at home after planting sunflower seeds at the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a secure understanding of their responsibility to keep children safe from harm. They know potential signs and symptoms of abuse that may indicate a child is at risk, including exposure to extremist views and behaviours. Staff are aware of the procedures to follow if they have any concerns about a child's welfare. They attend safeguarding training and refresh their knowledge regularly. The manager ensures that robust recruitment processes are followed. This includes checking the suitability of staff working with children. Staff ensure that the premises are safe and secure. They carry out ongoing checks of the learning environment throughout the day. This is to ensure potential hazards or risks to children are minimised.

What does the setting need to do to improve?

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

- develop teaching to support children's understanding of healthy routines and the importance of a healthy lifestyle
- build on arrangements for staff supervision and training to further improve their practice.

Setting details

Unique reference number	2618859
Local authority	Surrey
Inspection number	10281031
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	54
Number of children on roll	39
Name of registered person	Coloured Ribbons Pre-School Ltd
Registered person unique reference number	2618858
Telephone number	07951 128086
Date of previous inspection	Not applicable

Information about this early years setting

The Grove Nursery registered under its current ownership in 2021. It is located in All Saints Church in Addlestone, Surrey. The nursery opens from 9am to 3.30pm, Monday to Friday, term time only. It also offers a breakfast club from 8am to 9am, Monday to Friday. The nursery employs 12 members of staff in total. Of these, nine hold relevant childcare qualifications at level 3. It accepts funding for the provision of free early education for children aged two, three and four years old.

Information about this inspection

Inspector

Sonia Panchal

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 manager and has taken that into account in their evaluation of the setting.
- The nursery manager and inspector completed a learning walk together of all areas of the nursery and discussed what she wants children to learn.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The nursery manager and inspector carried out a joint observation of a group activity.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working with 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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