

# Inspection of Russell Hill Road Day Nursery

45 Russell Hill Road, PURLEY, Surrey CR8 2LD

---

Inspection date: 5 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
----------------------------------------------	------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children eagerly enter this safe and secure setting. They are happy and ready to begin their day. Staff greet children warmly, who part from their parents and carers with a wave, rushing inside to see their friends. Children are excited to learn. In the baby room, when staff set up a painting activity, babies babble and wave their arms in delight. Toddlers and pre-school children negotiate activities with curiosity. They are focused and engaged in their play. Children have unique experiences to continue to develop their knowledge of topics, such as through outings. For instance, when children learn about transport, they visit the aviation museum and plan to visit a transport museum. Prior to planting in the allotment area, children visited the garden centre to pick out the fruits they would like to grow.

Children's behaviour is good. They play cooperatively together. Children share resources and understand the need to take turns. They are quick to help others when needed, showing empathy, care and concern. Children with special educational needs and/or disabilities are well supported within the setting. Staff work closely with parents and ensure that referrals are made swiftly to make sure that children have the support that they need. All children make good progress from their starting points in learning.

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

- The manager is passionate about the opportunities which she wants to provide to children. She recognises the impact which the COVID-19 pandemic has had on children's learning and development. The manager has considered this when shaping the well-considered and broad curriculum. Staff understand what children already know and can do and what it is they need to learn next.
- Staff support children's language development well. Babies are offered lots of repetition. Across all age groups of children, staff share songs, rhymes and stories. They introduce new vocabulary when children play. In rooms for older children, staff engage children in meaningful conversations.
- Staff focus activities on children's interests and next steps in learning. Children show good levels of concentration. However, during group activities, staff do not consistently give individual children enough time to explore freely. They move all children on together, rather than extending children's learning further by following their interests to continue at a particular task.
- Children have access to a small farm at the back of the garden and 'beyond the fence'. They visit the farm every morning to feed the goats, pigs and chickens. In the afternoon, children return to put the animals to bed after feeding them again. Children show delight in supporting staff with these tasks. They talk with confidence about foods which the animals like and how to care for them.
- Children learn about the importance of healthy lifestyles. They benefit from

freshly prepared and nutritionally balanced meals. Mealtimes are social and relaxed occasions. Children are encouraged to try new foods and learn how food fuels their bodies. They have opportunities to be physically active in the large outdoor garden as well as the smaller, inside soft-play area.

- Although children's independence is well supported in some areas, this is not consistent across the setting. Staff do not consistently encourage children to complete self-care tasks independently, such as wiping their own noses or putting on their coats.
- Staff celebrate the diversity of children and staff in the setting. They reinforce children's home languages, such as by making books available in dual languages within the library. Parents come and share musical instruments and stories and songs with children in their home languages. This helps children to learn about what is important to others.
- Partnership with parents is good. Parents who return to the setting with new siblings share how they like the warm and caring nature of staff. They feel involved with their children's learning and development, complimenting the communication of staff. Parents are encouraged to share feedback with the setting, which helps staff to reflect on their current practice.
- Staff report feeling well supported within the setting. They engage in regular supervision sessions, discussing their own career development and any concerns they may have. Staff are supported to engage in continuous development. They have access to an online training forum, subscriptions to early years journals and podcasts which discuss different aspects of child development.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager ensures that all staff complete safeguarding training within their induction. Staff regularly review their understanding of safeguarding topics at staff meetings and through quizzes. The manager identifies and targets gaps in staff's knowledge. As such, all staff demonstrate a clear understanding of the roles they play in keeping children safe from harm or abuse. There are clear recording and reporting procedures in place for staff to follow. Staff understand their responsibility to whistle-blow if they have any concerns about colleagues. They carry out visual risk assessments to maintain the safety of all children.

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

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

- organise group activities to enable all children to explore fully, and extend and offer challenge to their learning
- develop consistency among staff in promoting children's independence in self-care tasks.

## Setting details

<b>Unique reference number</b>	EY446987
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10280177
<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>	56
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Salawa, Natalie Anne
<b>Registered person unique reference number</b>	RP906736
<b>Telephone number</b>	0208 660 8669
<b>Date of previous inspection</b>	11 August 2017

## Information about this early years setting

Russell Hill Road Day Nursery registered in 2012 and is located in the London Borough of Croydon. The setting is open from 7am to 7pm, Monday to Saturday, for 51 weeks of the year and offers an overnight service. It receives funding to provide early education for children aged two, three and four years. There are 11 staff. Of these, nine staff hold appropriate early years qualifications at level 2 or 3. The manager holds a BA (Honours) Degree in Childcare and Education.

## Information about this inspection

### Inspector

Natalie OLeary

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in her evaluation of the setting.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation during a small-group activity.
- 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 setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023