

# Inspection of Nestots Day Nursery

Nescot College, Reigate Road, EPSOM, Surrey KT17 3DS

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Inspection date: 9 May 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 Good

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

### The provision is good

Children behave well and show enthusiasm to join in with activities. For instance, when children see their friends listening to the 'sea' by holding seashells to their ears, they eagerly ask if they can have a go. Staff encourage children to share their own knowledge by asking them what sea animals they know, and children are keen to participate in the conversation. Staff extend this further by naming some more sea animals. This enables children to hear new words. This enhances their developing communication skills and their understanding of the world.

Children enjoy listening to stories being read to them, playing turn-taking games with staff, and using the climbing equipment. This helps children to build on their communication skills through the variety of interactions with their friends and staff. This also supports them to build on their physical development.

Children have access to many different learning opportunities and experiences to support their understanding of the world. They visit the on-site farm, feed the ducks and go to soft play. They learn about different cultural events, such as Diwali and Easter. This provides opportunities to talk about the similarities and differences between themselves and others. As a result, children are well prepared for life in modern Britain.

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

- The manager has a clear learning intent for children which is shared with staff. This enables staff to plan for children's learning. For instance, staff build on children's interest in turn-taking games to support them to build relationships with other children. This is particularly beneficial for children with special educational needs and/or disabilities, as this helps them to develop bonds with the staff and other children.
- Staff implement effective strategies to support children's progress. They involve children in the different ways they can look after poorly 'babies'. This helps them to extend their social skills by learning how to care for others. Staff name the tools from a toy medical kit, such as a 'stethoscope', and they show children how they are used. Children repeat the words back and enjoy acting out listening to their heartbeats. Children suggest the 'babies' should have a bath and eat some 'sushi'. Staff support children's developing language skills by pronouncing words clearly for them to hear.
- Parents all state that their children are happy at the nursery, and they appreciate the hard work that the staff do. However, staff do not consistently provide parents with enough information about their child's progress and how to support their learning at home. On occasion, staff do not keep parents up to date about proposed changes to communication systems. Therefore, at times,

communication with parents is not fully effective.

- The manager works in collaboration with other agencies to promote children's welfare and development. She considers the long-term plan for children and discusses these with the relevant agencies. This ensures that children continue to receive the support that they need. The manager also uses funding for disadvantaged children effectively. For instance, she purchases gardening equipment, which is linked to children's interests, in order to promote their physical skills. This supports all children to continue to make good progress.
- Mealtimes are less well organised, which results in children waiting too long for their food to be served. Older children sit and wait patiently, which demonstrates their ability to tolerate delay. However, some babies get upset while they remain seated. Staff occupy babies by singing nursery rhymes, which helps to soothe them. However, this does not fully meet children's needs at all times.
- Leaders value their staff and consider ways to promote their well-being. As a result, staff report that they are happy working at the nursery and feel supported by leaders. The manager supports staff with their ongoing development. She observes their practice and provides effective feedback. The manager has regular one-to-one meetings with staff to further discuss their professional development. This helps staff to develop their teaching skills, which enhances children's experiences at nursery.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have secure safeguarding knowledge. They can talk about the signs and symptoms of abuse, and they know how to escalate any concerns. Leaders complete safer recruitment training, and they have robust procedures for checking the suitability of staff. The manager works collaboratively with other safeguarding agencies to ensure that children receive the support that they need. Staff do regular risk assessments. Children learn to keep themselves safe, such as learning the rules of road safety when they go on outings.

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

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

- strengthen communication with parents, so they receive more information about their child's progress and how to support their development at home
- review and improve mealtime routines, so that children are not left waiting for long periods and their needs are consistently met.

## Setting details

<b>Unique reference number</b>	EY264479
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10288412
<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>	90
<b>Number of children on roll</b>	107
<b>Name of registered person</b>	Nescot Further Education Corporation
<b>Registered person unique reference number</b>	RP521498
<b>Telephone number</b>	0208 3943371 DDL
<b>Date of previous inspection</b>	3 July 2018

## Information about this early years setting

Nestots Day Nursery registered in 2003 and is run by NESCOT Further Education Corporation. The nursery operates from a purpose-built building set within the grounds of Nescot College in Epsom, Surrey. It opens from Monday to Friday between 7.30am and 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children. There are 25 members of staff. Of these, three hold a level 6, one holds a level 5, 15 hold a level 3 and two hold a level 2 qualification in childcare.

## Information about this inspection

### Inspector

Hayley Kiely

## 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 provider.
- The manager completed a learning walk of the nursery with the inspector and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.

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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