

Inspection of Friends Forest Nursery Limited - Shere

Gomshall Lane, Shere GU5 9HE

Inspection date: 22 May 2023

Overall effectiveness	Inadequate
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The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Staff expectations for children are not consistently high enough. Not all staff have a sound knowledge and understanding of how to plan and implement an ambitious curriculum. They do not implement a curriculum that focuses precisely enough on what children need to learn next in the prime areas of their development. Some activities set up for children's learning lack a clear purpose. As a result, where staff practice is weaker, children do not spend sufficient periods of time engaged in meaningful learning, and their individual learning needs are not consistently met. Therefore, children do not develop the skills they need for future learning.

Despite the weaknesses in the curriculum, children behave well and are happy and settled. They form close bonds with staff who are familiar to them. Children are encouraged to engage in conversation. Older children talk confidently together, and they learn to listen and share their thoughts and ideas. For instance, they confidently tell others which are their favourite trainers. However, children are sometimes cared for only by temporary staff who have not met them before. These staff do not know the older children or their individual learning needs, which means that children's learning and development is not challenged or extended.

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

- There are significant weaknesses in leadership and management, particularly in relation to managing accountability, the recruitment of skilled managers, coaching and support for staff and effective monitoring of staff practice. The recommendations raised at the last inspection have not been met. Staff still do not support and extend children's learning and provide highly challenging play and learning opportunities. Consequently, outcomes for children's learning are poor.
- Staff are not coached and supported well enough to develop a good knowledge and understanding of their roles and responsibilities. Not all staff understand how to plan and implement activities to provide children with a varied and ambitious curriculum. The outdoor play area is disorganised and poorly resourced, and activities are not varied and exciting for children. Despite this, children are motivated to get involved in some activities, such as during forest school outings and sports activities.
- Staff deployment is poor. Managers do not consider how to deploy staff effectively so there is always a member of staff who knows about the children's individual progress and next steps for learning. As a result, children are not challenged in their learning and development, and they do not make the best possible progress.
- Managers do not use recruitment and induction policies and procedures well enough. They do not ensure that agency staff working at the setting understand

their roles and responsibilities. This compromises children's learning.

- Staff support children to develop some independence. For example, they encourage them to pour drinks of water, serve themselves to second helpings at lunchtime and learn to put on safety jackets before going on outings.
- Staff work well in partnership with parents to meet children's individual care needs, including children with special educational needs and/or disabilities. Senior managers take prompt and effective action to address concerns raised by parents in respect of changes within the setting. Parents spoken to during the inspection state that, overall, they are happy with their children's care and learning.
- Staff generally respond to children's individual care and emotional needs well. They reassure children, follow their home routines and give them cuddles that help them to feel secure.
- Staff support children's physical development during activities and outings outside of the setting. For instance, they take part in activities where they learn to control their movements as they run, throw and catch balls, do lunges and kick up their knees.
- Staff spend considerable time talking and reading with children, which helps to support their language development and their interest in books.

Safeguarding

The arrangements for safeguarding are not effective.

Most staff complete safeguarding training. However, managers do not robustly check that all staff have completed this training or that they have a good understanding of child protection policies and procedures. This includes whistle-blowing policies and procedures and knowledge of wider and changing signs of abuse. Some staff do not know how to respond to signs of possible abuse and the action to take. They do not know who to make referrals to, when necessary, to safeguard children's welfare. Staff risk assess the premises, activities and outings and supervise children well at all times to keep them safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
put effective processes in place to assess the ongoing suitability of managers, ensuring they have sufficient knowledge to fulfil their roles	21/07/2023

<p>establish more effective oversight and monitoring of the provision, including the implementation and impact of the curriculum on all children, in order to identify and swiftly address any areas for improvement</p>	21/07/2023
<p>ensure all staff receive training, coaching and support that enables them to understand how to plan and deliver a well-sequenced curriculum that precisely meets the individual needs and development stages of all children</p>	21/07/2023
<p>coach and support staff to improve planning and the organisation of the play areas, particularly in the setting's outdoor play area, to provide children with a high-quality learning environment and an ambitious curriculum so they make the best possible progress</p>	21/07/2023
<p>improve the deployment of key persons to ensure children's individual learning needs are met</p>	21/07/2023
<p>improve staff recruitment and induction procedures so that temporary staff employed to work at the setting fully understand their role and responsibilities to meet children's individual learning needs and support their development</p>	21/07/2023
<p>ensure all staff receive safeguarding training and have a sound knowledge and understanding of child protection policies and procedures, including whistle-blowing, to enable them to respond to signs of possible abuse in a timely and appropriate way and keep children safe.</p>	21/07/2023

Setting details

Unique reference number	EY554025
Local authority	Surrey
Inspection number	10282993
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	54
Number of children on roll	51
Name of registered person	Bright Stars Nursery Group Limited
Registered person unique reference number	RP538317
Telephone number	01483 202715
Date of previous inspection	4 December 2019

Information about this early years setting

Friends Forest Nursery Limited - Shere registered in 2017. The nursery is located in Shere, Surrey. It opens from 8am to 6pm, Monday to Friday, 51 weeks a year. The nursery employs nine staff, of whom five are qualified at level 3 and above. The setting receives funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Cathy Greenwood

Inspection activities

- This was the first routine inspection the provider 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 inspector observed how staff support children during indoor and outdoor activities and assessed the impact this has on their learning.
- The inspector spoke with parents, managers, staff and children during the inspection.
- The inspector completed a learning walk and a joint observation with the manager.
- The inspector met with the nominated individual and discussed the leadership and management of 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.

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