

# Inspection of Haslemere House Day Nursery

Haslemere House Day Nursery, 68 Haslemere Avenue, Mitcham, Surrey CR4 3BA

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Inspection date:

15 November 2023

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## **Overall effectiveness**

## **Inadequate**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

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

Leaders and managers have not ensured that all staff have a good understanding of their responsibilities to keep children safe. For example, some staff are unclear about the procedures to follow for toddlers and young babies in an emergency. Furthermore, hygiene practice is poor, which puts children's health at risk. For example, staff do not wash their hands after wiping children's noses, which increases the risk of the spread of infection.

The manager and staff team plan a variety of topics as part of their curriculum to extend children's knowledge of the world around them. However, staff do not always know what it is they want children to learn about. There are times during the day when resources are not made accessible to the children. Children become disengaged and this has an impact on their learning opportunities.

Children generally behave well. Staff have suitable expectations for children's behaviour, such as sharing toys and doing 'good listening'. However, staff do not consistently engage children in their learning. At times, children become disinterested and restless, which impacts on their attitudes to learning. Despite this, children have good relationships with the staff. They say goodbye to their parents at the door with confidence and settle quickly. Pre-school children enjoy role-play games such as being shopkeepers, using real cereal packets. Toddlers care for dolls and are interested in using 'doctors' kits' to check their eyes and ears. Babies explore the texture of paint and brushes with their fingers and make marks.

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

- Children's personal, social and emotional development is not supported well. They do not learn to keep themselves safe, for example learning to wash their hands before meals. Staff do not consistently support children to manage their emotions, such as when they become frustrated, which impacts on their emotional well-being at times.
- Staff use assessment to monitor children's development. All children have personal plans in place to support the next steps in their learning. However, planning is not consistently implemented. There are times when there is a lack of variety of resources available, which impacts on children's learning opportunities.
- Leaders and managers have identified children with additional needs and liaise with parents and other professionals to put plans in place to support their development, which is positive. However, not all staff are aware of what these plans are, which means the needs of children with additional needs are not consistently met.
- Staff do not always teach children to regulate their behaviour and develop self-

control. At times, weaknesses in planning mean children have to wait too long, which results in older children running around and becoming boisterous. In general, staff teach children to take turns with toys. However, they do not always help children consider the impact of their behaviour on others.

- Children enjoy healthy, home-cooked meals every day. They learn to use cutlery and talk about the food they enjoy. Staff plan physical activities, such as hopping and skipping, to encourage children to be active and develop their coordination.
- Children develop their communication and language skills. Pre-school children enjoy looking at books with their friends and sing their favourite songs, such as 'We're Going on a Bear Hunt'. Staff encourage babies to repeat simple sounds and join in with simple action games. This helps children develop confidence in using their words and building their vocabulary.
- Parents say the nursery is intimate and homely. They say they can see the progress their children make, such as learning new words and having improved social skills. Staff share information with parents about their child's day. Some parents say they would like more opportunities to discuss their child's progress. However, this does not impact on the views of the nursery.
- The manager meets regularly with staff to discuss their practice. Staff say they receive training and support in their roles. However, the manager has not ensured staff's learning is embedded, which means there are weaknesses in their knowledge and understanding. This impacts on the quality of learning and compromises children's safety.

## Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in the hygiene arrangements compromise children's health. The manager has not ensured that staff have retained their knowledge from training to keep children safe. Staff have a suitable knowledge of child protection and know the procedures to follow to report any concerns they may have about a child's welfare. The manager ensures only suitable staff are employed. All staff complete Disclosure and Barring Service checks and complete regular safeguarding and first-aid training.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
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ensure that staff have suitable knowledge and understanding of the procedures to follow should they need to respond to emergencies, especially in relation to young babies and their health	29/11/2023
improve hygiene arrangements, particularly handwashing, to minimise the spread of infection.	29/11/2023

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
improve the planning arrangements so children have a range of opportunities to develop in all areas of the EYFS	15/12/2023
improve the systems for supporting children with additional needs to ensure all staff know how to meet their needs	15/12/2023
improve the implementation of behaviour management routines so children learn to manage their behaviour, particularly around routine times of day.	15/12/2023

## Setting details

<b>Unique reference number</b>	EY370548
<b>Local authority</b>	Merton
<b>Inspection number</b>	10314639
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	36
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Atheray Organisation Limited
<b>Registered person unique reference number</b>	RP905861
<b>Telephone number</b>	020 8640 0822
<b>Date of previous inspection</b>	24 November 2021

## Information about this early years setting

Haslemere House Day Nursery registered in 2008. It is located in Mitcham, Surrey. The nursery is open Monday to Friday, from 8am to 6pm, for 50 weeks of the year. The nursery receives funding for the provision of free early education for children aged two and three years. There are 11 staff, all of whom hold suitable early years qualifications from level 2 to level 3.

## Information about this inspection

### Inspector

Kyrstie Gennoe

## 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 viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector discussed how they organise their early years provision, including the aims and rationale for their EYFS curriculum.
- Staff spoke to the inspector during the inspection and shared their views.
- The inspector observed the interactions between staff and children.
- The inspector spoke with the registered individual and manager about the leadership and management of the setting.
- The inspector carried out joint observations of group activities with the manager.
- Several parents shared their views via a parent questionnaire following the inspection.

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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