

Inspection of Flying Start Day Nursery Barnesmead

Barnes Mead, Woodfield Lane, Ashtead, Surrey KT21 2BT

Inspection date: 23 February 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

All children have a 'flying start' at this exceptional setting. They arrive excited and very happy to start their day. Staff are passionate about ensuring that all children feel loved and cared for. New babies immediately settle. Staff plan a highly ambitious curriculum, providing children with rich experiences and opportunities. Younger children delight in using language such as 'symmetry', 'cocoon' and 'chrysalis' to explain to their friends all about a caterpillar turning into a butterfly. Older children are enthralled when making bubble mixture together, explaining how the 'glycerine' makes the bubbles expand.

Staff promote children's positive attitudes to their learning very well. They are excellent role models. Children's behaviour is exemplary. They immediately help at the end of an activity to tidy up. Children with special educational needs and/or disabilities (SEND) are provided with very high-quality support. Children who were non-verbal when they started are now confident talkers. Children who needed support to balance and walk are now confident movers. Staff are dedicated to ensuring that all families are highly valued and included. For example, families record songs and rhymes in their home languages. These are shared across the setting so that all children can learn about and enjoy them. Staff read books in Spanish to babies to help them hear words in their own language. All children flourish and thrive.

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

- Children's behaviour is excellent. They immediately join in with a rhyme after lunch. When it is finished, they go immediately to get their comforters and walk to the sleep room. This promotes their confidence and independence exceptionally well. Older children are incredibly polite and well mannered. Children talk passionately about caring for the setting's pets following 'Pet Week', where they brought their own pets in. They talk about making sure they are well looked after and loved.
- Staff are dedicated to ensuring that all children demonstrate high levels of emotional well-being. Children delight in sharing their 'family books' with their friends, talking about their different families. This supports children's understanding of others very positively.
- Children talk animatedly about recent outings and trips. They excitedly recount going to the greengrocers to buy fruit and vegetables with 'their own money' and using them to make their own snacks. Children delight in talking about the library next door, which is open 'just for them'. As well as broadening children's understanding of their local community, these experiences support children's understanding of literacy and numeracy very well.
- Children with SEND make excellent progress. Staff are dedicated and determined

to ensure that all children access the support they need. They are highly trained to deliver sessions to support specific needs. For example, children sustain very high levels of concentration during 'bucket time', supporting their listening and attention skills.

- Babies are incredibly well supported. Staff meet their individual needs exceptionally well. For example, babies with significant medical needs are offered individualised plans and support to ensure they settle well. Staff work incredibly closely with families to ensure they share information most effectively.
- Leaders and managers are passionate and proactive. They are committed to ensuring that practice and provision are of the highest quality. They seek out effective support from the local authority and collaborate very closely with their sister setting to support continued improvements. Funding is used to prioritise gaps in learning. For example, specialist teachers provide additional sessions to support children's needs. Leaders are highly reflective and evaluative of their provision. They have ambitious plans for the future.
- Leaders and managers prioritise staff's well-being and workloads. They ensure that staff are incredibly well supported in their roles and are highly qualified and well trained. They liaise effectively with local colleges and universities to support students. Leaders have developed their own training packages to ensure that staff are confident and have access to high-quality professional development.
- Communication with parents is excellent. Parents are exceptionally well supported by staff. For example, leaders seek parent feedback regularly. They provide evening and weekend sessions to support parents to extend their children's learning at home. Parents talk highly of the warmth, love and care their children receive and the significant progress their children have made in their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	122554
Local authority	Surrey
Inspection number	10333243
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	57
Number of children on roll	64
Name of registered person	Flying Start Day Nurseries (Surrey) Limited
Registered person unique reference number	RP522475
Telephone number	01372 276825
Date of previous inspection	9 August 2018

Information about this early years setting

Flying Start Day Nursery Barnesmead registered in 1994. It is situated in Ashted, Surrey. The nursery opens five days a week, for 52 weeks of the year. Sessions are from 8am until 6pm. There are 19 staff, of whom 16 hold early years qualifications at level 2 and above. The nursery receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Victoria Salisbury

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector spoke with the nominated individuals about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 inspector carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views of the setting with the inspector.

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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