

Inspection of The Egham Nursery And Pre School

Wacker House, 85 High Street, Egham TW20 9HF

Inspection date: 5 March 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enjoy a sequenced curriculum that builds on their skills and knowledge over time. Babies and those who are new, settle happily as staff offer a warm welcome to them. This helps children to feel safe and settle in quickly. Children have a positive attitude to learning. Children's emotional well-being is supported well, as children are given lots of reassurance and eagerly seek staff for comfort and cuddles. This helps to build on their self-esteem and confidence.

Children enjoy a wide range of learning experiences. They enthusiastically play indoors and outdoors. They are eager to learn, and their efforts are praised and encouraged. Overall, children behave well. For example, during construction activities, children invite others to play and they collect additional bricks for their friends. Children are able to make choices about their play. For example, toddlers engage in sensory activities, including foam and water, which develops their creativity and imagination. Older children show excitement and curiosity as they make play dough together and remember the ingredients. They learn about colour mixing as they knead the different-coloured dough.

Older children build strong friendships. They play cooperatively while playing imaginative games or during outside play. They develop good social skills as they negotiate and take turns well. Overall, children are well prepared for their future learning, including their eventual transition to school.

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

- The managers are dedicated to their role and are good leaders. They have a clear and ambitious curriculum, which is shared with staff. The staff team work well together and say that they feel valued and respected in their roles. They benefit from regular supervisions, to support them in their professional development.
- Staff know children well and support their individual needs, including children with special educational needs and/or disabilities. The managers and staff team work together to recognise the needs of the children and how they can work closely with other professionals and parents to support them. This has a positive impact for children and the progress they make.
- Children develop their physical skills well. Staff plan a wide variety of activities to support children's physical development. For example, children play with construction blocks and practise cutting using scissors, and younger children enjoy pouring and scooping. Children have plenty of opportunities outside to develop their larger physical skills. For example, children ride scooters, climb steps, and practise balancing skills.
- Staff provide opportunities for children to learn about healthy lifestyles. For

example, children learn about good oral hygiene and discuss healthy and unhealthy foods during snack routines. Staff encourage children to wash and dry their hands before meals.

- The managers follow safe recruitment procedures to ensure that staff are suitable to work with children. They are fully aware of how to report any concerns to the relevant authorities. Most recently, they have reviewed the management of information and records to help to support the smooth running of the provision. The managers and staff complete regular risk assessments, which have recently been reviewed to help to ensure that the environment is safe while children move from area to area.
- Parents praise the dedicated managers and staff team for their hard work and for building trusting relationships with their families. Parents are provided with regular communication about their children's learning and development, including what their children need to learn next.
- Children have access to a rich variety of interesting resources and activities, which inspire them to be curious. Overall, teaching is good. Managers and staff establish what children know and can do when they start, and plan for children's interests well. However, at times, some staff miss opportunities to extend children's learning as they play.
- Children enjoy lots of stories that are read by staff throughout the day. They listen well, follow the storyline, and keenly answer questions about the book. Younger children enjoy creating potions from stories they have listened to with staff, and start to learn about characters with excitement.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- support all staff to extend and challenge children's learning, to help them to achieve as much as they can.

Setting details

Unique reference number	EY496179
Local authority	Surrey
Inspection number	10319717
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 3
Total number of places	97
Number of children on roll	125
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01543 678530
Date of previous inspection	22 March 2018

Information about this early years setting

The Egham Nursery and Pre School registered in 2015 and is part of the Busy Bees Group of day nurseries. It operates from a large converted office block in Egham, Surrey. The nursery is open from Monday to Friday, 7.30am to 6.30pm, for 52 weeks of the year. Children attend for a variety of sessions. A team of 18 staff work directly with the children, of whom 12 staff hold a qualification at level 2 or above. The setting receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Boparai

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 the children to learn.
- Staff spoke to the inspector during the inspection.
- 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 manager and the inspector carried out a joint observation together.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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