

# Inspection of Fitzsimmons Place Nursery

32 Portsmouth Road, Guildford GU2 4DJ

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Inspection date: 16 July 2024

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<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Outstanding

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

### **The provision is inadequate**

The procedures in place to ensure children are effectively safeguarded are not rigorous enough. The provider does not ensure that leaders act swiftly to report concerns about children in line with local safeguarding partnership guidance. This does not promote children's safety and well-being. Despite this, the manager, alongside her supportive staff, works hard to ensure the children are learning in an environment that is nurturing, and that supports all children to grow and develop their skills. Children are happy and content at the nursery and demonstrate a sense of belonging.

The staff support children's communication and language well. Their interactions with the children are thoughtful and well considered. For instance, they encourage conversation and discussion while children explore water that has white paint in it to resemble milk. Children develop good hand-eye coordination as they skilfully pour water from one bottle to another. The staff talk to them about when they have milk and if they like it. Children wait for each other to talk and learn conversational cues, and they listen to their friends. Staff extend learning and show children a model cow. They give children new knowledge and language, such as discussing cows' udders. Children are interested and ask questions to find out more. They are developing a good understanding of the world they live in.

The staff talk to children about their emotions and ask them how they are feeling. Children seek out staff for comfort and support where needed. The staff treat children with respect and are kind. In turn, children trust staff and display positive behaviours. Staff generously praise children, which makes them feel proud of their achievements.

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

- The provider has failed to notify Ofsted of a significant event, as required. They have assured Ofsted that they understand their responsibility to do this in the future.
- Leadership and management are not effective. Those in charge do not recognise when a child welfare concern needs to be referred to local safeguarding partners. Consequently, children's safety cannot be assured. Despite this, managers are passionate about their role and the support that they give children, parents and staff. Staff have regular supervision sessions where appropriate targets are set that are achievable. Staff report that their well-being is supported well, and they are encouraged to develop within the company. This benefits the care and learning experiences that children receive.
- The manager and staff have constructed a curriculum that is well sequenced and builds on children's learning as they move through the rooms. This helps

children improve their skills, and they make progress in line with their ages and abilities. In addition, the robust key-person system in place ensures children receive the personalised care and teaching they need. Staff know the children well and carry out valuable observations and assessments that help children move on in their development. The successful strategies in place raise the quality of education and learning that children receive.

- The support for children with special educational needs and/or disabilities (SEND) is effective. The children's key person and special educational needs coordinator (SENCo) work with parents and professionals to give children the support they need to progress. The SENCo is dedicated to her role and works in partnership with others to devise individual plans with specific goals. This helps children to develop skills in targeted areas. As a result, children with SEND become successful learners.
- Arrangements to support the children's behaviour are effective overall. Staff are clear when they explain rules and give children appropriate instructions to follow. Children are polite; they listen to what staff say, and they follow directions well. However, the planning of some activities and aspects of the routine does not fully support all children present to become engaged. At times, children wait for lengthy times for their turn to participate. During these times of waiting, they sometimes demonstrate unwanted behaviours. This does not always support the children to remain focused on what they are doing.
- All children have plenty of opportunities to access the outdoor environment. The garden is spacious and well equipped for children to increase their physical skills. Staff participate in activities with children. For instance, staff lay action cards down on the ground. Children select an activity and take it to staff to instruct them about the action they need to do. Children delight as staff join in and do the action with them, such as walking sideways like a crab. Children move around with confidence and learn to move their bodies in different ways.

## Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

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

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

	<b>Due date</b>
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take action to ensure that all managers and designated safeguarding leads act swiftly to respond to safeguarding concerns, in line with local procedures.	30/08/2024
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**To further improve the quality of the early years provision, the provider should:**

- improve the planning of group activities and daily routines, to fully support children's learning, avoid long waiting periods, and to promote positive behaviour.

## Setting details

<b>Unique reference number</b>	EY546292
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10357229
<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 5
<b>Total number of places</b>	128
<b>Number of children on roll</b>	113
<b>Name of registered person</b>	Treetops Nurseries Limited
<b>Registered person unique reference number</b>	RP900833
<b>Telephone number</b>	01483 455133
<b>Date of previous inspection</b>	9 September 2019

## Information about this early years setting

Fitzsimmons Place Nursery registered in 2019 under the ownership of Busy Bees Ltd. It is situated in Guildford, Surrey. The nursery is open each weekday from 7.30am until 6.15pm, for most of the year. It is in receipt of funding for the provision of free early education for children aged three and four years. The nursery employs 33 staff who work directly with the children, 16 of whom hold appropriate childcare qualifications at level 2 and above.

## Information about this inspection

**Inspector**  
Kelley Ellis

## 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.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of a group activity with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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