

Inspection of Toddletown Day Nursery Farnham

The Pump House, Kimbers Lane, Farnham GU9 9PT

Inspection date: 22 August 2024

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children flourish at this nursery where the ethos is that children are at the centre of everything. It is evident that staff fully support this view, as everything they do is focused on children's interests and needs. The garden area is an outstanding aspect of this nursery. Children spend a lot of time outdoors and it is a space where all ages can come together. Babies and toddlers play alongside older children and siblings, which enables the older children to learn about being careful around the younger ones. It also supports the younger children to learn from their older peers and quickly develop new skills. For example, children use wet sand to make 'cement' and build a wall with small bricks. They work with staff to create obstacle courses with wooden blocks and crates. Toddlers build confidence as they balance on a beam and receive lots of praise.

Staff offer children innovative and inspiring learning experiences. For example, the 'Narnia' cabin is a wonderful, exciting space for children to play, where they can access resources they may have never seen or used before, such as an old dial telephone, crockery and an old camcorder. Older children go for walks to the charity shop to find new resources and sometimes even the staff do not know what they are. However, staff eagerly explain that this prevents them from correcting the children, who can build on their imagination as they question what an item could be used for. Children show immense curiosity and wonder in all the activities provided and immerse themselves in their play. They are confident and have a strong sense of self and belonging.

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

- The passion and enthusiasm of the managers is clear to see. They work collaboratively with their staff and have a clear vision and drive to provide the highest-quality care and education. Superb opportunities are in place to support staff to continue their own professional development. For example, recent training days have taught staff about neurodiversity, patterns of behaviour during play and the importance of the voice of the child. Staff willingly share their views on how well they are supported and how their own well-being is prioritised. They leave lovely supportive messages for each other to find, which boosts their morale.
- Staff are keen to share what they know and can do. They know the children incredibly well and use this knowledge, alongside effective assessment procedures, to swiftly identify any gaps in children's learning. Support is quickly put in place. For example, staff use simple sign language to help younger children who need extra help with their communication and language development.
- Staff come up with innovative ideas to support children's learning. For example,

they find damsons outside the nursery and use these to make 'paint'. Children use the juice as paint and use various plants as paintbrushes to create pictures. Other children make their own smoothies and benefit from a wealth of learning opportunities, using their senses, chopping the fruit and learning new words such as 'consistency'.

- Managers and staff are keen to integrate the nursery more into the community. They have plans to visit a local care home and held a Christmas fayre for the local community to attend. Staff take children litter picking, and a recent trip out resulted in some children questioning why the nursery had different bins. The children wrote to the refuse collectors, who then visited to talk to the children and show them how the refuse truck works.
- Children benefit hugely from their regular play in the fresh air. Older children join in yoga sessions outside after lunch, and all children can join in with gardening and looking after the vegetable plants. Children delight in making potions in the garden, where they can add fresh herbs that are growing nearby. Staff are extremely enthusiastic about planting and growing and it is evident that children are developing the same qualities as they confidently name herbs such as basil and mint thyme.
- Staff caring for babies and toddlers are gentle and caring. They are genuinely respectful, seeking children's consent throughout every aspect of their care and play. They show that they value children's voices in matters affecting them, such as nappy changing and wiping noses. Staff promote awe and wonder of the world as they show great enthusiasm introducing activities to the younger children. For instance, as children paint on mirrors and look at their reflections, or roll cars in paint to make tracks.
- Staff consistently model respectful behaviour and boundaries. Children demonstrate their understanding of the rules and show exemplary consideration to others. For example, when children wanted to talk to a member of staff who was in conversation with someone else, the staff member suggested a sand timer to help them wait their turn. The children accepted this and waited very patiently without interrupting.
- Partnerships with parents are excellent. Staff recently held a parent workshop about going to school, and they offer a lending library to support parents with various matters such as potty training and new siblings. Parents are highly complimentary about the care their children receive and the progress they make. They describe staff as 'incredibly supportive' and comment on how staff go 'above and beyond' and how their children have thrived.

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	2741456
Local authority	Surrey
Inspection number	10360917
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	88
Number of children on roll	108
Name of registered person	Toddletown Nursery and Daycare (Farnham) Ltd
Registered person unique reference number	2741459
Telephone number	07811123762
Date of previous inspection	Not applicable

Information about this early years setting

Toddletown Day Nursery Farnham registered in 2023. It is situated in Farnham, Surrey. The nursery is open for 51 weeks of the year, Monday to Friday, from 7.30am to 6.30pm. There are 28 staff employed to work directly with the children, of whom 18 hold a relevant childcare qualification. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Nicky Hill

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 and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children and staff spoke to the inspector during the inspection.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke with the management team about the leadership and management of the setting.
- Parents shared their views on 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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