

Inspection of Shepperton Organic Day Nursery

50 Sheep Walk, Shepperton, Middlesex TW17 0AJ

Inspection date: 23 September 2024

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

What is it like to attend this early years setting?

The provision is good

This is a warm and welcoming setting. The staff are enthusiastic and happy. An effective key-person system helps to support children's emotional security and helps them to feel safe. Staff support children to become increasingly independent in self-care, such as handwashing and feeding. This motivates children to do things for themselves and boosts their self-confidence. Overall, children behave well. They happily approach staff for comfort or reassurance. For example, when babies wake after sleep time, they confidently look for familiar staff before eagerly joining in play.

Staff provide children with a wide range of stories and rhymes. Children are helped to recall characters in stories and are encouraged to discuss what may happen next. Older children are effective communicators. They show confidence as they chat to staff and visitors, telling them about their favourite activities at nursery.

Since the last inspection, the managers and staff team have developed a suitably ambitious curriculum that enables all children to make progress in their learning and development. They build on children's interests and what they can do to nurture their creativity. For example, babies giggle and dance as they explore musical instruments. Older children make transient art pictures creating a design out of loose pieces they found on a walk. All children make good progress from their starting points.

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

- Managers are knowledgeable and passionate about their roles. Since the last inspection, they have used the views of staff, children and parents alongside their own evaluations to identify where the setting can improve even further. Staff speak positively about how the managers support their well-being and how they are a close-knit team. The managers regularly observe staff practice and use supervision to discuss training opportunities. This helps to improve outcomes for children.
- The kind and caring staff know the children well, including what makes them unique. They are responsive to their individual needs. For example, they offer cuddles and reassurance where needed.
- Children demonstrate a positive attitude to learning. They actively explore and investigate in the safe environment. Outdoor learning is an integral part of everyday routines. Children of all ages delight as they explore the balancing equipment in the garden and learn to jump in and out of the hoops.
- Staff work closely with parents to ensure good outcomes for children. They provide parents with detailed information about their children's progress and ways they can continue to support this learning at home. Parents value the

support the staff give them and the care and education their children receive.

- Children benefit from the support of staff, who encourage their love of reading. Children enjoy cuddling up to adults to share stories. However, at times, staff ask children questions but do not wait long enough for children to answer. When this occurs, children do not have the time they need to reflect on what they know and have learned, to formulate their responses.
- Overall, children behave well. Staff act as positive role models, and rules are in place, such as being kind to others and treating others with respect. However, when children display unwanted behaviour, staff are not consistent in explaining why this is not acceptable. This means children do not always understand why they cannot do things and, consequently, despite being told no, they continue.
- Managers and staff take action to keep children safe from harm and ensure that the nursery is safe. They work well alongside other professionals and keep records of this. Managers take steps to meet the correct ratio and qualification requirements. Staff deploy themselves well to ensure that children are supervised effectively while they eat, sleep and play.

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:

- encourage staff to give children more time to respond when asked questions, to support their thinking and language skills
- support staff to be consistent in their behaviour management strategies to support children to learn why their unwanted behaviour is not acceptable.

Setting details

Unique reference number	EY477522
Local authority	Surrey
Inspection number	10319505
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 3
Total number of places	63
Number of children on roll	26
Name of registered person	London Organic Day Nurseries Limited
Registered person unique reference number	RP531516
Telephone number	01932260600
Date of previous inspection	23 October 2023

Information about this early years setting

Shepperton Organic Day Nursery registered in 2014. It operates in Shepperton, Surrey. The nursery opens from Monday to Friday, between 8am and 6pm, for 51 weeks of the year. The setting provides funded early education to children aged two, three and four years. There are nine staff employed to work with children. Of these, five hold relevant childcare qualifications at level 3 or 4.

Information about this inspection

Inspector

Claire Boparai

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector carried out a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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