

Inspection of Warlingham Day Nursery

John Fisher Sports Club, Limpsfield Road, Warlingham CR6 9RD

Inspection date: 14 October 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff are warm and friendly as they welcome children when they arrive. This helps children to settle quickly and begin their day. The owners and staff consider how to arrange the environment so that it supports all children to engage well in their learning. Children eagerly explore the different activities and resources, such as the toy cars. Staff encourage them to compare the different sizes of the cars, which helps children to develop their mathematical knowledge.

Children benefit from opportunities to learn about their world around them. For instance, as they play with a road themed mat, staff encourage them to identify the different types of buildings. Children enjoy finding the ones they know and keenly share their knowledge with their friends and staff. When children do not know the answer, staff provide age-appropriate explanations to help them learn new information.

Staff plan activities and experiences to extend children's learning. For example, staff support children to wait patiently for their turn as they play a ring game of 'duck, duck, goose'. Staff praise them for following the rules of the game, which helps children to develop an understanding of how they are expected to behave.

Staff encourage children to develop their social skills. For instance, staff engage in conversations with them and respond appropriately to their ideas and suggestions. This helps children to feel valued and builds on their confidence to share their thoughts and ideas.

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

- The owners have designed a curriculum that aims to provide all children with the skills they need before they start school. This is shared well with staff, such as through regular discussions and one-to-one meetings. Staff say that the owners are approachable and proactive in their approach to ensure that staff are supported in their professional development and well-being. This helps staff to understand their roles and responsibilities.
- Staff use their knowledge of children to plan for their continued learning. For instance, they use children's interest in paint to help them learn different colours. Staff know what they want them to learn and they resource it appropriately. Children remain focused as they enjoy taking part in these activities. However, at times, staff do not always follow the intended learning, which does not fully enable children to make the progress they are capable of.
- Staff support children to extend their communication skills. For example, they use children's love of books to promote their language development. Children draw themselves closer to hear the story that staff are reading, and they show

high levels of concentration and engagement throughout. Staff encourage children to practise speaking, such as by asking them to name the pictures in the books. Children respond positively, which gives them opportunities to develop their vocabulary.

- Children are supported to learn how to keep themselves safe. For instance, when staff notice children trying to get down from the table with food in their mouth, staff are quick to remind them to sit down while they are eating. Staff take time to explain the dangers. Children listen and respond appropriately. This helps them to develop an understanding of when they might be at risk.
- Overall, staff support children well to show positive behaviour. For example, staff praise children appropriately when they follow the nursery rules, such as when they join in well during an activity. They also respond promptly when children are unable to regulate their feelings by themselves. However, on occasion, there are inconsistencies in how staff manage children's behaviour. This does not fully enable children to learn the impact that their actions have on themselves and others.
- Staff consider ways to support children's physical development. This includes playing outdoor games, such as 'What's the time, Mr Wolf?'. This gives children opportunities to move their bodies in different ways. Staff also encourage children to strengthen their small muscles. For instance, staff offer children a choice of colours to add to their piece of play dough. Children concentrate intently as they use their hands to blend their chosen colour into their play dough. This helps children to build on their hand strength to support their later writing skills.

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:

- strengthen the implementation of adult-led activities to enable staff to consistently provide children with effective support in their learning and development
- support staff to be consistent in their approach to behaviour management to enhance children's understanding of the impact of their behaviour.

Setting details

Unique reference number	2694707
Local authority	Surrey
Inspection number	10365649
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 11
Total number of places	64
Number of children on roll	80
Name of registered person	Warlingham Day Nursery Ltd
Registered person unique reference number	2694706
Telephone number	01883500653
Date of previous inspection	Not applicable

Information about this early years setting

Warlingham Day Nursery registered in 2022 and is situated in Warlingham, Surrey. It is open each weekday from 7am to 6.30pm all year round. The provider currently employs 12 members of staff, 10 of whom hold an appropriate early year's qualification at level 2 or above. The nursery receives funding to provide free early education to children between the age of nine months to four years.

Information about this inspection

Inspector

Hayley Kiely

Inspection activities

- 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.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector carried out two joint observations of group activities with the manager.
- Parents and grandparents 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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