

# Inspection of Baby Amesbury

Amesbury School, Hazel Grove, HINDHEAD GU26 6BL

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Inspection date: 17 June 2025

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Friendly leaders and staff lovingly greet children as they arrive. Children are pleased to see them and are eager to start their day. Staff are caring, gentle and nurturing in their interactions with all children. The well-established key person system helps children to develop strong, trusting relationships with those that know them best. Additionally, staff gather valuable information about care routines and learning from parents when children first start. Staff prioritise new children's well-being and confidence to help them feel safe during settling sessions. As a result, new children settle quickly and feel comfortable in their surroundings.

Children demonstrate positive behaviours and attitudes towards learning. They seek reassurance and play from staff. Staff are always on hand to offer gentle hugs and comfort when needed. Consequently, children are content with their needs met. Staff carefully plan an array of enriching sensory experiences for children that ignite their interests and curiosities. They encourage them to find out by exploring and discovering. For instance, the youngest children are well-supported by enthusiastic staff as they are encouraged to investigate flour using their whole bodies and a variety of tools. They explore the texture by squeezing the flour in their hands, feet and toes. Children benefit from attentive staff that share their fascinations and offer them encouragement as they climb into the tray and immerse themselves fully.

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

- Leadership and management are successful. All staff, including leaders, understand the significant role they play in all children's early education. Leaders are reflective and evaluate their practice and the service they offer. Staff report high morale and support. They are given achievable workloads and feel their well-being is valued by those in charge. The effective coaching, teaching and professional development staff receive has a positive impact on children's care and learning.
- Children benefit from a well-sequenced and carefully planned curriculum. Staff work together to ensure the intention for learning is built on as children transition into the next room. They understand what they want to teach children and why it is important. Staff deliver the curriculum well, through everyday practice, activities and all aspects of the routine. Children make good progress from their starting points.
- Staff promote a love of books by regularly reading stories to children. They check their understanding by asking them to point out objects in the book. Children sit contently with staff as they are supported to turn the pages. Children learn how to handle books with care and begin to understand how the books carry meaning. This supports their early literacy skills.

- On the whole, arrangements to support children's emerging speech are successful. For instance, as part of everyday practice, staff extend children's listening and attention skills by singing songs and rhymes. Children demonstrate their enjoyment by clapping their hands and joining in with actions and some simple phrases. However, occasionally, some staff members do not always allow enough time for children to reflect and respond to questions asked of them and the information shared. At these times, their communication and language skills are not fully supported. Despite this, children are becoming confident communicators.
- Children love being outside in the fresh air. Staff ensure they have ample opportunities to be physically active and develop their core muscles by pulling themselves up and cruising around stable equipment and furniture. They stay close by as children delight when splashing, pouring and emptying containers in the water play. These experiences help children progress in their physical development.
- Children benefit from following well-structured routines. This helps them to understand what is happening next. Staff support children to follow good hygiene routines and provide activities to help children understand the importance of oral health. Children are provided with healthy and nutritious meals. They are developing good foundations to lead healthy lifestyles.
- Overall, parent partnerships are effective. Parents are complementary about attentive staff and describe how well their children are supported during transitions to ensure these are as smooth as possible. However, not all parents are updated frequently enough about their child's next steps in learning. This does not fully support continuity of learning between the setting and home. Despite this, children are thriving and enjoy their time in the setting.

## **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 skills in recognising when to give children more time to process information to support communication and language even further
- continue to develop parent partnerships to ensure all parents are aware of their child's next steps in their learning, to enable them to support and continue learning at home.

## Setting details

<b>Unique reference number</b>	2749442
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10400333
<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 2
<b>Total number of places</b>	18
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Amesbury School Trust Limited
<b>Registered person unique reference number</b>	2749441
<b>Telephone number</b>	01428 604322
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Baby Amesbury registered in September 2023. The setting employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above. The setting is open from 8am to 6pm, Monday to Friday, all year round. The setting provides government funded early years places.

## Information about this inspection

**Inspector**  
Kelley Ellis

## Inspection activities

- The manager and 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.
- The manager and the inspector carried out a joint observation on group activities.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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