

Reigate Day Nursery

81 Holmesdale Road, Reigate, Surrey, RH2 0BT

Inspection date	04/04/2013
Previous inspection date	16/06/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are very happy and secure in the company of the staff caring for them and make very good progress in their learning.
- Staff fully embrace the importance of providing children with opportunities to explore different materials. They offer an interesting and varied selection, presenting some of these in an imaginative way.
- Very effective management lead the drive for continuous improvement through the use of thorough self-evaluation processes and the introduction of new initiatives.
- Staff effectively promote children's independence and self-help skills from a young age.
- Parents are actively encouraged to share in their children's learning.

It is not yet outstanding because

- staff are occasionally less aware of situations where some children are not engaged or motivated to join in with activities
- staff do not always consider how they can extend the learning potential of activities, for example, through the use of props and other resources, such as books.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction in the inside and outdoor learning environments.
- The inspector had discussions with the manager and spoke to various staff members and children's key persons.
- The inspector checked evidence of staff suitability and qualifications and sampled other documentation, including children's assessment records, the nursery's self-evaluation form and improvement plan and parental questionnaires.
- The inspector and the nursery manager undertook a joint observation in the pre-school room and one of the toddler rooms.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and those expressed in the nursery's feedback questionnaires.

Inspector

Debbie Newbury

Full Report

Information about the setting

Reigate Day Nursery registered in 1997 and is part of the Asquith Nurseries Limited group. It operates from a purpose-designed building, near the centre of Reigate in Surrey, and close to Reigate railway station. Children are cared for in eight rooms over three floors. The upstairs of the building is accessible by stairs. Children share access to an enclosed outside area. The nursery opens from 7.30am to 6.30pm Monday to Friday throughout the year. It closes for a week at Christmas and for bank holidays. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children attend from the age of three months to five years of age. There are currently 171 children on roll aged from eight months to four years. The nursery is in receipt of funding for the provision of free early years education for children aged three and four years. It welcomes children with special educational needs and/or disabilities and children who speak or hear English as an additional language. There are 28 permanent staff members working with the children, who are supported by the nursery's own team of bank staff. Of the permanent staff team, 19 hold a recognised early years qualifications to at least Level 3 and one is working towards a Level 2 qualification. There are eight unqualified members of staff. The nursery receives support from advisors from the Early Years and Childcare Service and from the Asquith support team.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- consider ways of extending the learning potential of activities, for example, by the additional use of props such as books

- be aware of occasions where children are not engaged or motivated and ensure they have opportunities to join in.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are making very good overall progress in their learning and are gaining skills that will support them when they move on to school. The nursery implements an effective key person system, which includes the use of a first and second key person. Key people have responsibility for monitoring the progress of their key children and planning for the next steps in their learning. They spend time working with key children, which allows them to focus on specific needs and children's interests. This arrangement also supports the

development of trusting relationships as staff and children get to know one another well. Staff evaluate the activities they provide for children to assess the success of these. They remain very attentive when they interact with children in specific activities. This can, however, mean that occasionally they are less aware of situations where some children are not fully engaged or motivated to join in. The nursery has a system in place where they provide parents with a written report on their child's progress, the next steps in their learning and any aspects of concern. This occurs every 12 weeks for the duration of time the child is at nursery. As a result, parents remain well informed about their child's learning on an ongoing basis.

Babies and children explore a very good range of play materials, which are arranged to be easily accessible. This encourages them to make their own decisions about what they do and to follow their interests. Resources include items that reflect everyday life to arouse curiosity. For instance, in one of the nursery rooms there are bandages and plastic syringes in the 'doctor's surgery'; and staff provide scales and a baby bath in the 'baby clinic' in the pre-school room. There is very good use of labeling throughout the nursery, both in English and children's home languages.

A key strength of the nursery provision is the importance placed on providing all babies and children with very good opportunities to engage in sensory play through the exploration of different materials. Sand and water is available in all rooms, together with such items as compost, hay and paint mixed with powdered mashed potato. Staff place sand directly on the floor in one area of the baby room, which makes it very accessible to babies. They sit babies in a paddling pool of warm water which they set up indoors, enabling them to explore water play, under close supervision. Staff sprinkle water over babies' legs and tap the surface of the water, commenting 'splash, splash, splash,' helping them associate words with actions.

Staff sit alongside babies and younger toddlers on the floor so they are able to ensure good eye contact. They encourage their developing communication and language as they talk to these young children in a gentle tone of voice and talk about the items they choose to play with or the pictures in a book. Staff provide young children with support as they practise walking and investigate how to climb the steps of the climbing frame.

Some children identify different animals as they listen to a cassette of animal sounds with a member of staff. Others plant sunflower seeds in flower pots. They are encouraged to pick up compost using their fingers and to 'press it down' before pushing a seed down inside. Afterwards, some children choose to turn the flower pots upside down to tip the compost out again and they are not restricted from doing this. However, there are no books or pictures of sunflowers to look at to further extend the activity and enable children to make connections.

The nursery recognises the competence of children and promotes a 'can do' attitude. This is very evident in the way that toddlers, nursery and pre-school children are all encouraged to serve themselves at meal times. Staff provide help as necessary.

Older children are very confident. They have fun as they play together and chat amongst themselves. Some children enjoy joining in with a made-up story that engages their

attention fully and they happily act out roles. Other children go on an 'adventure' in the outside play area to listen for sounds. Older children work through the nursery 'letters and sounds' programme. They clap the syllables in their name and some children are able to identify simple words, such as cat and dog, when a member sounds out the letters to these phonetically.

Children explore different mathematical concepts in a variety of ways. Nursery children match tiles of different shapes and colours onto pictures, while staff introduce the correct mathematical names for these. Pre-school children match numerals as they play number bingo. They are encouraged to think about feelings as they discuss 'what makes you happy or cross' while playing with an 'emotions' dice that staff have made. Children competently use the touch screen on the computer. They patiently wait their turn, select the games they wish to play and complete these.

Since the beginning of the year, staff have made a point of regularly taking children out and about in the local community. Children visit the nearby train station, the library and the garden centre. Pre-school children visited a Chinese restaurant to collect chopsticks and fortune cookies as part of their Chinese new year celebrations. These experiences enrich children's learning, add variety to their day and support their understanding of the world around them.

The contribution of the early years provision to the well-being of children

There is a warm, welcoming and happy atmosphere throughout the nursery, as seen by smiley faces and a buzz of conversation amongst older children. Staff treat children with affection, leading to the development of good relationships and children who demonstrate a strong sense of belonging and safety. Staff give children cuddles and they notice promptly when young children are wary of strangers. They offer reassurance at these times. Staff praise children's good behaviour, efforts and achievements. They provide support and encouragement to children who are learning to share and take turns. These actions promote children's self-esteem and confidence well and help them understand the expectations for polite, cooperative behaviour.

Staff supervise children carefully and undertake frequent head counts. They promote children's understanding of potential dangers and how to keep themselves safe as part of the normal routine and through discussion. Older children have helped to draw up rules for playing with the bricks, logs and pebbles in the garden and children confidently explain why they should not do certain things. For example, they explain that they must not line up behind the door in case someone opens it and it hits them.

The nursery implements very good procedures to promote good hygiene and health. There are anti-bacterial gel dispensers evident throughout the building and children are supported in following good personal hygiene routines. They understand the need to wash their hands. Younger children go to the sink in their room to clean their hands after they have handled compost and some older children tell staff if they notice that one of their peers has forgotten to wash their hands after going to the bathroom. Children in the pre-

school room explain that they need to clean their hands before and after they eat. One child announces that the cleanser they use 'gets rid of the bad germs not the good germs.' Children are provided with a healthy and varied diet that meets their individual dietary needs and caters for preferences. Staff are very aware of those children who have allergies. The nursery implements stringent procedures to avoid children being exposed to unnecessary risk at meal times and during cookery activities. The layout of the nursery means that it is not possible for children to move freely between indoors and outdoors. However, the normal daily routine means that all children spend time outdoors in the garden each morning and afternoon, regardless of the weather. For instance, it was snowing on the day of the inspection but this did not prohibit use of the outdoor play area. Children explore an interesting range of outdoor play equipment, which encourages them to be active.

There are effective measures to ease children's introduction to nursery life and as they move through the nursery and then on to school. Staff are willing to conduct home visits if it is felt that these will be beneficial to parents and children. The initial settling in process takes place over a period of several weeks and parents are asked to complete 'all about me' forms about their children. These contribute to continuity of care and mean that staff are fully aware of children's individual needs. As they progress through the nursery, children have opportunities to spend time in their new rooms and there is an exchange of information between their existing and new key persons. Settling-in reports are completed, which means that there is close attention given to how children are settling. Pre-school staff have set up a special area equipped with books about going to school and school uniforms. As it becomes known which school children will attend, staff visit to take photographs. They use these to create books that children can look at. The nursery also invites teachers to come in and visit children.

The effectiveness of the leadership and management of the early years provision

This well organized nursery successfully fulfils the requirements of the Early Years Foundation Stage. It is led by a very effective manager who, together with her management team, provide clear direction and support for staff. The importance of self-evaluation as a tool to reflect on existing practice and drive improvement is fully recognised. This results in a whole nursery approach and the development of well considered improvement plans. Staff are invited to express their views about 'what has gone well' and 'it would be even better if' on a weekly basis. The nursery seeks the views of parents and children as part of the evaluation process and the company undertakes audits of the nursery's quality and standards. Regular management and staff meetings are held and staff have supervision sessions. They are encouraged to complete ongoing training to support their own continuous professional development. New projects are introduced, such as developing the learning potential of the garden area and providing further opportunities for outings. All of these measures combine to demonstrate a nursery which is well placed to maintain continuous improvement and enhance outcomes for children and their families. All required documentation and other records that contribute to the effective and efficient management of the nursery are in place.

Management and staff have a secure understanding of their role in promoting children's safety. Risk assessments are completed and appropriate safety features are in place throughout the nursery. Security at the premises is very good with access being strictly controlled. Several senior members of the team have completed advanced safeguarding training and other staff also undertake relevant training. Both management and staff speak confidently about their responsibility and the action they must take if they have concerns about a child's welfare. Safeguarding is revisited at staff meetings and management ask staff questions about this. Robust recruitment and vetting procedures are implemented to ensure the initial and ongoing suitability of staff working at the setting. These arrangements mean that safeguarding is fully embedded throughout the nursery and that children's safety receives high priority.

The nursery establishes good partnerships with parents. The company website offers a wealth of information about the company's childcare provision and other matters that parents are likely to find of interest. From this, parents are able to navigate to additional web pages that contain details that are specific to Reigate Day Nursery. Parents are well informed about their children's day and can view their children's records whenever they wish. They are also actively encouraged to share in their children's learning. The nursery has recently held a parents' evening which provided a good opportunity for parents and key people to discuss children's progress in detail. This new initiative has proved popular with parents as indicated in their responses to a questionnaire. The nursery has also put together an interesting selection of books and resource packs that parents can borrow to share with their children at home. Parents are very pleased with the nursery and the care their children receive. One comments that 'Management is really good here and the nursery is organised'; while another expresses the view that their 'child has settled really well and is happy.' Parents are invited to join in with different events at the nursery, such as the Valentine's tea party.

The nursery works in close partnership with other professionals and agencies in the local community and any other childcare settings that children attend. This brings benefits to children as it leads to a coherent and shared approach to promoting their care, learning and any extended support.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY281377
Local authority	Surrey
Inspection number	908395
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	113
Number of children on roll	171
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	16/06/2009
Telephone number	01737 242826

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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