Huggetts Day Nursery & Pre School
Eastbourne Road, Blindley Heath, Surrey, RH7 6JR

<table>
<thead>
<tr>
<th>Inspectio date</th>
<th>19/08/2014</th>
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<tr>
<td>Previous inspection date</td>
<td>03/12/2008</td>
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### The quality and standards of the early years provision

<table>
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<th>This inspection:</th>
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<tbody>
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<td>Previous inspection:</td>
<td>2</td>
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- How well the early years provision meets the needs of the range of children who attend
- The contribution of the early years provision to the well-being of children
- The effectiveness of the leadership and management of the early years provision

### The quality and standards of the early years provision

#### This provision is outstanding

- Management and staff team strive to continually improve the setting through effective evaluation of what the setting offers; this benefits the experiences children have in the nursery.
- Children feel safe and secure within the warm and welcoming environment. The highly effective key person system enables them to form secure attachments.
- The outdoor area is a rich learning environment. Children enjoy a wealth of opportunities to develop physically and emotionally and to expand their imaginations.
- Purposeful and regular information is shared with parents, ensuring they are fully informed of their child's progress and activities they are involved in. Links with other providers and agencies are strong and all children are fully included.
- Staff use their excellent knowledge of children's individual development to adapt activities and provide outstanding support that helps children make rapid progress in relation to their starting points.
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 had a tour of the nursery with the owner and took part in a joint observation with the deputy manager.
- The inspector held discussions with the deputy manager and owner throughout the inspection.
- The inspector held discussion with key persons and staff.
- The inspector took into account the views of parents on the day.

The inspector looked at various documents, including policies and procedures, risk assessments, staff training, records of children and evidence of the suitability of staff.

Inspector
Jane Franks
Full report

Information about the setting

Huggetts Day Nursery and Pre-School is privately owned. It opened in 2007 and operates from a converted Victorian building. Children have access to an enclosed outdoor play area. The nursery is situated in Blindley Heath Surrey. It is open each weekday from 8 am to 6 pm for 51 weeks of the year. The nursery is registered on the Early Years Register and the Compulsory and Voluntary parts of the Childcare Register. There are currently 66 children aged from birth to under five years on roll, some in part-time places. The nursery supports children who speak English as an additional language and children with learning difficulties and/or disabilities. There are eleven members of staff, ten of whom hold appropriate early years qualifications to at least Level 2 in childcare. The nursery provides funded early education for two, three and four-year-olds.

What the setting needs to do to improve further

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

- continue building on strategies that provide parents with opportunities to share and celebrate their children's achievements at home.

Inspection judgements

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

All children make exceptionally good progress across all seven areas of learning. This is due to the educational programme being fully underpinned by staff's excellent understanding of the Early Years Foundation Stage and how children effectively learn. Staff know that children have many different learning styles and they respect and recognise children's individual characteristics of learning. They encourage children to express their individuality and follow their interests which, in turn, results in them being highly effective and motivated learners. The staff help children to settle at the nursery by gathering a wealth of information about their interests and individual needs from the parents when they first join. From this information, they ensure that activities are shaped to meet the children's individual needs. Regular and well-focused observations of the children and precise assessments are used to plan for their individual next steps in their learning. Parents are actively involved in supporting their children's learning.

Staff engage and capture children's interests by using expert teaching techniques. Staff's enthusiasm and energy ignites the children's excitement and eagerness to participate in a wide range of activities. The staff plan challenging and active experiences for children, many of which are undertaken outdoors. For example, young children develop physical skills as they make their way over and under obstacle courses. They learn an understanding of colour and number as they are supported by staff in jumping over the
stepping stones. They learn to care for living things as they grow plants and vegetables. Children explore their natural environment as they look for bugs under logs. They become engrossed in the activity and staff use this opportunity to bring in mathematical concepts. For example, they encourage children to think about the different shapes and sizes of the bugs. This activity is highly effective in developing children’s early numeracy as well as enjoying fresh air, exercise and, above all, having fun.

Evidence gathered from observing children, as well as talking to their parents and key persons, confirms that all children are making extremely good progress towards the early learning goals, given their starting points. All children are extremely well supported in acquiring very good communication and language skills as they engage in conversations with the staff and their peers while they play together. The children also develop a love of books as they sit with the staff listening to stories and answering questions about the stories. Staff effectively encourage the children’s listening and attention skills by making the activities fun with added props and puppets. As a result, children engage enthusiastically and have opportunities to retell the story. Children demonstrate an excellent ability to maintain focus for significant periods of time, which prepares them extremely well for when they are ready to move on to school. Children recognise their names as they hang up their coats on their individual coat pegs. There is an excellent use of print in the environment, such as signs and labels on storage boxes and baskets. This helps children to develop their understanding that words have real meaning and supports their very good early literacy skills. Children have many opportunities to make marks with a variety of materials, which are freely available, such as, chalks, pens and pencils. Staff encourage them to assign meaning to their marks, as they help children to write down their names.

Children confidently choose from a super range of toys and books that interest them and they are highly motivated to play independently and with other children. The staff skilfully enhance their learning by playing alongside them, engaging in shared conversation as they play and by asking challenging questions to help children think. For example, children independently add different resources into the water tray. Staff use their interests to extend their learning, for example by singing relevant nursery rhymes about ducks and turtles. As children take an interest in the feel of the bubbles, staff seize this opportunity to add further bubbles into their play. Children laugh and giggle alongside staff as they pop the bubbles. These activities support children’s abilities to express themselves and develop their sensory experiences.

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

Children arrive at the nursery, happy and very eager to begin playing. New children are supported exceedingly well to settle through a variety of ways. These include starter sessions and information sharing with parents. The key person system is fully embedded within the nursery, although all staff know the children well. This results in children forming nurturing and supportive relationships with adults and enhances their well-being and confidence. Staff are consistent, exemplary role models as they sensitively interact with children. Babies benefit from the very attentive care that staff provide. The staff
know the babies' routines extremely well, and as a result each child gets expertly tailored care. The older children are confident in social situations they confidently introduce themselves to visitors and ask questions to satisfy their curiosity.

The nursery is a highly stimulating environment. Children's artwork and displays, including photographs of the children, are of an excellent standard and meaningful to the children. Staff organise the playrooms very well into designated areas with exciting and inspiring resources and activities that quickly attract children's attention. Staff know babies and young children very well and incorporate their individual routines, needs and interests into their play and learning. Children behave well and follow the rules and boundaries for acceptable behaviour. They demonstrate a very high respect for one another and a very good understanding of their routines. Continual positive praise, enthusiastic encouragement and meaningful targeted support, successfully promote children's self-esteem. This inspires the children to persevere and concentrate, show pride in their achievements and to become highly motivated, active learners.

Staff give high priority to keeping children safe and healthy. Children receive a nutritious, freshly-made midday meal and regular snacks and drinks throughout the day. Meals are well balanced and include choices of fresh vegetables and fruit. Staff record any allergies or cultural dietary preferences on children's record forms and they display them on boards on the table, which provides visual reminders for staff. Staff support children effectively in learning about safety through daily routines and regular reminders. Children learn the importance of good hygiene procedures as staff encourage them to wash their hands after toileting, and before snacks and mealtimes. They learn to keep themselves safe from trip hazards by routinely helping to tidy up toys when they have finished playing with them. Staff practise fire drills regularly with the children so that they know how to leave the premises swiftly and safely in the event of an emergency.

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

Leadership and management of the nursery are superb and integral to the continued exceptionally high-quality provision for children and their families. The providers are dynamic leaders who are fully committed to providing the best possible early years experiences for children they care for. They work very closely with the deputy manager to establish highly effective systems that develop staff expertise and support developments within the nursery. Self-evaluation is meticulous and ensures that the quality of all areas of the provision is reflected upon routinely and systematically. They include the views of staff, parents and children. For example, although there are procedures in place for parents to share information on their child's achievements at home, the providers and deputy manager would like to enhance this further with strategies that incorporate more regular feedback, to maximise children's learning. Action plans are based on an excellent and comprehensive knowledge and understanding of the nursery's strengths and areas for development.

All staff give a high priority to ensuring that children are safeguarded. They receive
regular, comprehensive training to update their knowledge of the signs and symptoms of abuse and the actions they must take to ensure that children are protected from abuse or neglect. They have a clear understanding of the whistle-blowing policy and of their responsibilities for reporting concerns to the appropriate manager or agency. The management makes highly effective use of rigorous recruitment and induction procedures to check the adults' suitability to work with children. Implementation of an extensive risk assessment programme results in the premises being entirely secure and safe. All staff keep the children safe within the nursery, taking all positive steps to minimise risks. A comprehensive range of policies and procedures are regularly reviewed with staff to ensure that children’s safety and welfare are promoted exceedingly well.

Management quickly identify gaps in the educational provision, in individual children’s learning or in the progress of specific groups of children. This is achieved through highly effective systems that track children’s progress across all areas of learning. The deputy manager spends time working alongside staff, observing practice and assessing how well the environment meets the needs of children. The quality of the observation, assessment and planning is routinely monitored to ensure that the high standard continues and to identify any gaps in staff skills or understanding. These robust and secure procedures allow the nursery to be highly focused in identifying areas for development.

A high priority is given to empowering all staff and they state that they feel highly valued and motivated. They demonstrate a strong commitment, pride and enjoyment in their work and feel a strong sense of involvement in decision-making. They are given excellent levels of support by the management team who have introduced an extensive range of ways to identify their strengths and areas for development in order to promote their professional development. These include manager observations, role modelling, supervision and appraisals. Regular training is provided in response to needs identified during the self-evaluation process.

Partnerships with parents and others involved in the children's care are outstanding. Parents and carers receive extensive information through policies, procedures, verbal discussion, children next steps in learning, and learning journals. Information displayed on the noticeboard, as well as regular newsletters, provides an abundance of useful information to keep parents fully informed about the nursery. Parents are consulted regularly through discussion and email about the service, to help the staff consistently meet children’s individual needs. Parents are highly complimentary about the care and education their children receive. They comment upon the 'fantastic care and education' provided. They also appreciate how their children have 'flourished and grown in confidence' since attending the nursery and appreciate how well the staff encourage the children to 'follow their interests and express their individuality'. The nursery works closely with external agencies to promote inclusion. As a result, children with special educational needs and/or disabilities receive the support they require to help close any identified gaps in their learning.

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

<table>
<thead>
<tr>
<th>Registered early years provision</th>
<th>Grade</th>
<th>Judgement</th>
<th>Description</th>
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<tbody>
<tr>
<td></td>
<td>Grade 1</td>
<td>Outstanding</td>
<td>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.</td>
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<tr>
<td></td>
<td>Grade 2</td>
<td>Good</td>
<td>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.</td>
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<tr>
<td></td>
<td>Grade 3</td>
<td>Requires improvement</td>
<td>The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.</td>
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<tr>
<td></td>
<td>Grade 4</td>
<td>Inadequate</td>
<td>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 monitored and inspected again within six months of the date of this inspection.</td>
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<tr>
<td>Met</td>
<td></td>
<td></td>
<td>There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.</td>
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<tr>
<td>Not met</td>
<td></td>
<td></td>
<td>There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.</td>
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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

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<th>Unique reference number</th>
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<td>Local authority</td>
<td>Surrey</td>
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<td>Inspection number</td>
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<td>Type of provision</td>
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<tr>
<td>Registration category</td>
<td>Childcare - Non-Domestic</td>
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<td>Age range of children</td>
<td>0 - 8</td>
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<td>Total number of places</td>
<td>49</td>
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<tr>
<td>Number of children on roll</td>
<td>66</td>
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<tr>
<td>Name of provider</td>
<td>Jacqueline Fallowfield-Cooper and Karen Jacqueline Haworth Partnership</td>
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<td>Date of previous inspection</td>
<td>03/12/2008</td>
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<td>Telephone number</td>
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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.
The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children’s social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children’s services, and inspects services for looked after children, safeguarding and child protection.

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