

Nutfield Day Nursery

Church Hill, Nutfield, Redhill, Surrey RH1 4JA



Inspection date	23 January 2019
Previous inspection date	15 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provider and the manager work well together to form a strong leadership team. They have high expectations for the staff and the children, and constantly meet up to reflect on all areas of the provision.
- Staff feel supported and part of a strong and valued team. They receive regular supervisory sessions to help them to become reflective in their own practice.
- Children are happy and engaged. There is an effective settling-in system used to help children to become secure and build a strong sense of belonging. They display loving and trusting bonds with all members of staff.
- Children have excellent opportunities for outdoor play and to build on their physical skills. They enjoy learning about nature and understanding risks in their play. For example, they use tyre swings and large-scale equipment to climb and slide. Children excitedly follow animal trails to try and spot the mole that has been digging mounds or catch a glimpse of foxes in the surrounding fields.
- Leaders place a great importance on all children developing well. They closely monitor and track their learning to help them to swiftly identify gaps. All children make good progress, including those who receive additional funding.
- The provider places an importance on the professional development of her team. For instance, they attend regular courses and access information to help keep their knowledge and understanding up to date. Recent forest-school training has helped staff to provide even more high-quality opportunities for children's learning and development.
- Occasionally, staff are not quick enough to respond to opportunities presented in children's play in order to extend and maximise their learning.
- The organisation of some activities does not fully support children to concentrate and complete tasks without becoming easily distracted.

What the setting needs to do to improve further

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

- support staff to respond quickly to opportunities that arise in children's play in order to extend and maximise on their learning
- review the organisation of activities in order to fully support children to build on their concentration skills and help them to complete tasks without becoming easily distracted.

Inspection activities

- The inspector had a tour of the areas of the day nursery and discussed the process of evaluation with the provider and the current areas identified for improvement.
- The inspector observed the teaching and learning in both the indoor and the outdoor areas and the impact this has on the development of the children.
- The inspector entered into discussions with staff and the children at appropriate times throughout the inspection. The inspector also held a leadership and management meeting with the provider and the nursery manager.
- The inspector conducted a joint observation with the manager. The inspector also spoke directly to parents and took account of their views and opinions.
- The inspector sampled a range of documentation, including suitability checks, recruitment files, children's developmental records, risk assessment files, and training and supervisory session records for staff progression.

Inspector

Gwen Andrews

Inspection findings

Effectiveness of leadership and management is good

The provider is dedicated to her provision and providing the best possible care and attention towards the children, families and her staff team. Regular staff meetings have created a culture of inclusive discussions for all areas of the day nursery. Safeguarding is effective. Leaders and staff display a high understanding of how they would identify potential signs of abuse and the procedures they would use to report a concern. Leaders have worked well towards the recommendations from the last inspection. For instance, parents are fully involved in all aspects of their child's learning and next steps in order to help them to continue to learn at home. Parents regularly access the online learning journal system and take part in the parent forum meetings to express their opinions. Leaders use the views from parents, staff and children to help them to continuously identify areas for improvement. Robust recruitment and risk assessments are used effectively to create safe learning environments and to help ensure the ongoing suitability of all staff members.

Quality of teaching, learning and assessment is good

The key-person system is expertly used to support individual children in their development and progress. Staff closely observe children to help them to precisely plan for the next stages in their learning. Staff help to support children's communication and language development. For example, babies listen to them repeating sounds and simple words in stories and songs, and older children enter into pertinent discussions at circle time to express their own ideas and feelings. Pre-school children also explore games and books in different languages to help them to become even more curious and understand differences in the wider world around them. Children are using their own problem-solving skills to build on their early mathematics. For instance, babies enjoy negotiating their way around large foam shapes, younger children quickly master how to thread large buttons and older children work together to use an interactive technology table.

Personal development, behaviour and welfare are good

Children behave well. They are kind and caring and they show an increasing awareness for playing and sharing well with others. Staff are good role models who provide age-appropriate explanations to help children to learn about boundaries and their expectations for them. Children are building a good awareness in making healthy choices in their decisions in the nutritious meals provided for them. Children have a keen understanding of the importance of fresh air and exercise and spend a lot of time outdoors in all weathers. Staff help children to become independent from the youngest age. They are encouraged to feed and dress themselves and they receive constant praise to help them to build on their growing self-esteem and confidence.

Outcomes for children are good

All children make good progress from their captured starting points. They are curious and excited learners who show an increasing determination to try to do things for themselves. Children have many opportunities to use their imaginations in their various role-play games. They are developing the necessary skills they require to support them for the next stages in their learning and their move on to school.

Setting details

Unique reference number	122620
Local authority	Surrey
Inspection number	10066284
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	0 - 4
Total number of places	56
Number of children on roll	67
Name of registered person	Nutfield Day Nursery Limited
Registered person unique reference number	RP905725
Date of previous inspection	15 June 2016
Telephone number	01737 822014

Nutfield Day Nursery registered in 2001. It operates from the ground floor of a converted house in Nutfield, Surrey. It is open from 7am to 7pm each weekday, throughout the year. The nursery receives funding for the provision of free early education for children aged two, three, and four years. There are 22 staff working with the children. Of these, two hold early years professional status, one holds a relevant qualification at level 6, one holds a qualification at level 5, nine hold qualifications at level 3 and three hold a qualification at level 2.

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