

Inspection of Summerfield House Day Nursery

Chertsey Road, Chobham, Woking, Surrey GU24 8HF

Inspection date: 13 January 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Staff warmly welcome children into the nursery, planning activities which capture the children's interest and imagination. The nursery provides a wide range of suitably challenging activities that help the children build on what they know and can do. Children enjoy time outdoors, planting seeds and growing vegetables in their allotment. Children excitedly collect eggs and learn about the animals on their on site farm. Children feel safe to confidently explore and make choices about what they want to do. They show good levels of engagement and are supported in turn taking. Children are rewarded for their achievements and are well prepared for their transition to school. Children's communication and language are supported through meaningful interactions, with new vocabulary introduced through engaging books, stories, and songs.

Parents comment positively that their children are happy, they are kept updated regularly and the nursery has a positive impact on their children's development. Children are supported with good hygiene routines such as washing hands before eating and are taught about oral health. For example by a visiting dentist. Children learn about diversity through appropriately planned activities and the resources provided.

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

- Staff plan opportunities to develop children's early language and communication. Children engage in familiar stories and songs, joining in with repeated refrains. Staff comment on what children are doing, ask relevant questions to extend their thinking and allow time for the children to respond. Children's communication needs are identified early, and measures put in place to help provide support, ensuring children make progress.
- Children learn about people who are similar and different to themselves. For example, they learn about modern Britain through cultural celebrations and festivals. Children are taught how to look after the environment, for example children are encouraged to recycle.
- Partnership with parents is strong. Parents are regularly informed of children's progress and staff work with parents to achieve good outcomes for children, for instance, supporting, encouraging, and motivating toilet training through 'Boot Camps' which for example, gives parents the confidence to try toilet training, knowing this is being supported and encouraged by the setting.
- Children are well prepared for their next stages of development and their move on to school, for example, children in the preschool room practice changing into shorts and t-shirts for PE lessons, helping to promote confidence and independence effectively.
- Staff are particularly caring towards children, creating a nurturing environment.

They are comforted when upset and approach adults for help and support, confident their needs are going to be met.

- Children behave well. For instance, children are kind to their friends, they listen to each other, take turns and greet visitors politely. Overall, staff deliver consistent messages and consequently, children know and understand the behavioural expectations.
- The Manager ensures practitioner's knowledge is kept up to date in the core areas such as food hygiene, first aid, safeguarding. More regular supervision with specific individual targets and training in areas of learning and development would help to reduce any inconsistencies in knowing the intent of learning for children.
- Children are provided with a range of physical activities which meet the children's differing needs. For example, babies catch bubbles while older children have fun as they climb the castle.
- Overall, the nursery provides a range of interesting and suitably challenging activities that, together with meaningful interactions, help the children meet their learning intentions. For instance, younger children explore the sounds of different instruments while older children follow directions to play their instruments, loudly, quietly, quickly, and slowly. However, not all staff are consistent in knowing the intent of learning for the children and sometimes the key learning intention is lost. Consequently, children are not always making the most of the opportunities available.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to identify the different signs of abuse. They understand their duty to report and respond to any safeguarding concerns about a child or member of staff working with them. Staff understand where to go to seek further guidance and to whom reports should be made. They speak confidently about how to respond to different situations including those relating to extremist views. Staff receive ongoing training to ensure their knowledge of how to protect children's well-being is current and up to date. The Manager follows safe recruitment procedures and ensures staff's suitability through ongoing checks.

What does the setting need to do to improve?

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

- further develop supervision of staff with specific individual targets and training in areas of learning and development , that would help to reduce any inconsistencies in knowing the intent of learning for children
- ensure a clearer focus on intended learning when planning activities to ensure the aim and objective of activity is not lost.

Setting details

Unique reference number	120243
Local authority	Surrey
Inspection number	10128553
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 4
Total number of places	60
Number of children on roll	82
Name of registered person	Summerfield House Day Nursery Limited
Registered person unique reference number	RP527707
Telephone number	01276 856556
Date of previous inspection	20 July 2015

Information about this early years setting

Summerfield House Day Nursery first registered in 1994. The nursery is located in Chobham, Woking, Surrey. The nursery receives funding for the provision of free early education for children aged three and four years. The nursery opens on Monday to Friday from 8am to 6pm. The nursery opens all year round, apart from a week at Christmas and bank holidays. The nursery employs 20 staff. Of these, one member of staff holds early years professional status, one staff member holds a qualification at level 5, ten staff hold qualifications at level 3, three staff hold qualifications at level 2, four apprentices and one unqualified member of staff.

Information about this inspection

Inspector
Nina Fortuna

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspector discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- 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.
- Children spoke to/communicated with the inspector during the inspection
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- 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 inspector reviewed testimonials received from parents.

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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