

Sutherland Day Nursery

384 Ewell Road, Surbiton, Surrey, KT6 7BB

Inspection date	03/03/2014
Previous inspection date	09/02/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The staff team gives a high priority to children's safety and well-being. Staff are very vigilant in their supervision of children, while at the same time allowing them the freedom to explore their environment safely.
- The key person system works extremely effectively to ensure the assessment and recording of children's progress and the identification of children's specific needs are comprehensive.
- The quality of teaching is excellent. The provider and staff skilfully promote children's understanding and skills, inspiring them to explore, be imaginative and with confidence and joy to take on new challenges.
- There are strong partnerships with parents and outside professionals involved in the care of the children, ensuring each child's individual needs are thoroughly known and met.
- Staff receive excellent support from management for their professional development through extremely effective teamwork, communication and monitoring of the provision, to improve teaching, learning and to drive continuous improvement.

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.

Inspection activities

- The inspector observed children's play and staff interaction.
- The inspectors spoke to parents and children present on the day and took account of the nursery's improvement plan and parent survey.
- The inspector examined documentation including a representative sample of children's records, policies, staff training records and staff suitability records.
- The inspector talked with available staff and held discussions with the manager.

Inspector

Nadia Mahabir

Full report

Information about the setting

Sutherland Day Nursery registered in 2008. It operates from a purpose-built building in Surbiton, Surrey. Children have use various base rooms and an outside play area. The nursery is open each weekday from 7.30am to 6.30pm all year round. The nursery is registered on the Early Years Register. There are currently 49 children in the early years age group on roll. The nursery is funded to provide free early education funding for children aged three and four years. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. Seventeen staff work with the children; fourteen hold appropriate or higher early years qualifications. The manager holds early years professional status.

What the setting needs to do to improve further

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

- enhance the outdoor area further so that there is a more varied range of activities that continue to develop the children's already good understanding of the world

Inspection judgements

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

Staff ensure that children are happy and motivated to learn. On arrival, children become rapidly engrossed in playing alongside their friends. Staff make sure the environment is superbly organised and resourced. This environment enables every child to follow their own interests and to achieve their full potential.

Staff plan a careful balance of group activities and free exploration sessions to ensure children have time and freedom to become deeply involved in their play. For example, children concentrate hard while they make marks. They draw intricate patterns that represent a number of things that are important to them. This shows that children not only enjoy what they do, but that they are learning valuable skills in readiness for the move to school.

Staff promote children's communication and language skills very successfully, so children engage in meaningful conversations with both adults and friends. Children learning English as an additional language learn to speak English very rapidly with their friends too. They show they enjoy books and the signs in their home languages that are displayed in the nursery. They demonstrate that they already understand that print has meaning.

Staff do much to encourage older children to be independent in their play. They make their own decisions about the activities they wish to engage in and move confidently

between the different resources, rooms and, indoor and outdoor areas. Children actively join in a range of creative play, including printing and painting, manipulating dough and cutting and sticking activities. The effective use of computers and an exciting range of programmable and push-button toys mean that children are developing very good technological skills. Children are thoroughly immersed in the effect that music has on their bodies as they enjoy moving around and dancing along to music. Their learning is considerably enhanced by many outdoor activities. However, staff miss some opportunities to widen the use of natural materials in children's play in the garden. All ages go on outings to the parks and within the local area frequently in all weathers. These experiences broaden children's knowledge of the locality and help them adopt a positive attitude to being outside in the fresh air.

All children, including babies, are gaining skills for the next stage in their learning. For instance, babies enjoy exploring their environment using their senses as they use a wide range of natural play materials. Provision for this sensory play is a key strength of the educational programme for under twos because staff understand the importance of encouraging the youngest ones to explore through touch in particular. They provide a well-stocked 'treasure basket' of everyday objects and materials, which all look and feel different. Babies explore these freely and the experience keeps them enthralled for ages.

Staff also provide the youngest children with a wealth of materials, varying media and items to experiment with, so these are mixed and changed, such as coloured paint mixed with cereal. Babies squeal with delight as staff praise them and smile at them for their discoveries. This teaching promotes their self esteem and encourages them to continue to push boundaries and develop their physical capabilities, such as learning to stand.

The very successful key person system ensures that all children develop a strong sense of belonging here. Key persons closely monitored children's development, so any gaps in their achievement are efficiently identified and quickly remedied. Staff have a very good knowledge of how children learn, which means that they use a range of effective teaching strategies including good questioning techniques. They intervene quickly during children's play when appropriate, seizing chances to encourage children to discuss and think about their learning. This stretches children's thinking, and their communications and language.

Regular assessments enable staff to build on children's progress and development. Past plans are mounted as a wall display with photographs of activities children have enjoyed. Children eagerly recall what they liked best and staff refer back to details to inform their practice. Staff put high priority on supporting children's transfers both into and out of the nursery. This care means children settle in easily on admission and are prepared extremely well in readiness for their move to school.

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

Children are cared for in a warm and welcoming environment where excellent hygiene practices are followed by all staff, for example in relation to children's sleeping arrangements and bedding. Children form very secure, meaningful relationships with their

key persons and all staff offer highly positive care and reassurance. Consequently, children evidently feel very safe and happy, and they become extremely confident learners. Children learn to respect the diversity of the families who attend the nursery and they celebrate a wide range of festivals to increase their understanding of the social world around them. Children's behaviour is exceptionally good and they follow the 'pre-school rules', rules they have set for themselves. Staff, skilled at managing challenging behaviour, offer them clear guidance.

The staff create a very stimulating and well-resourced environment with good quality resources that are organised to help children learn independently. This is an exciting learning space and it gives good access for the children to choose what they want to do. Staff encourage older children's independence in a number of ways which help prepare them extremely well of the move to school. For example, children register themselves each morning, adding their names to the boards in each room. They become special helpers each day and visibly swell with pride as they help to prepare the tables for meal times or help count the children present. They serve themselves with snack and at meal times, peeling and cutting their own fruit and carefully pouring their own drinks. Children learn about making healthy choices in their food through discussions at mealtimes and the activities provided. Outdoor play and trips are part of the everyday activities and children develop their physical skills well through their use of the range of challenging climbing and balancing equipment.

Staff are proactive in ensuring they are fully aware of the individual needs of the children and care for them accordingly. They support all children well and younger children's needs are met sensitively and caringly to ensure their comfort is maintained. Clear daily structure and well-established routines enable children to be fully aware of what to expect.

Staff teach children how to keep themselves safe, such as through allowing children to help carry out the daily risk assessment in their rooms and in the garden by using a pictorial tick list. When they find hazards, staff encourage children to identify solutions to minimise accidents. This not only helps children learn about safety of themselves, but gives them a basic sense of responsibility for others.

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

The provider ensures that the manager and staff have a clear understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. All staff are fully aware of how to respond to any concern about a child's welfare. Rigorous recruitment procedures ensure that all staff are suitable to work with children, have appropriate childcare qualifications and are highly committed professionals who are encouraged to undertake qualifications. Children are supervised well and staff deployment is effective to ensure ratios are always maintained. Robust procedures enable the management team to consistently monitor new staff. There are highly effective systems in place for ongoing supervision and appraisals. These help highlight areas for professional development. There are regular opportunities for staff to

promote their skills and development. For example, individuals are encouraged to take responsibility for areas of curriculum and the environment. Management are fully aware of when they need to inform Ofsted of any changes

Partnerships with parents and carers are one of the many strengths of this nursery. Parents share information on their children's needs and interests when they first start so that staff are able to build on what children already know and can do. Information on their progress is shared regularly. Parents may see and contribute to their children's 'learning journeys' through adding comments and photographs about children's activities or progress at home. Parents are encouraged to share home languages and cultures and participate in many events throughout the year. Clear relationships have formed with other professionals involved in children's lives, and valuable links with other nurseries and local schools ensure children are supported well and benefit from consistent learning experiences. Consequently, children receive continuity of care from one service to another.

All staff have a thorough knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Their close monitoring of children's progress helps them successfully identify any gaps or differences in learning, such as those children who learn better in an outdoor environment. This knowledge enables staff to adapt activities and plan according to individual learning styles as well as needs.

Management demonstrate a comprehensive understanding of their responsibilities to meet the learning and development and safeguarding and welfare requirements. Extremely effective, continuous monitoring is in place to ensure that children receive high quality experiences during their time at the nursery. Support for staff is excellent, resulting in the very high quality planning, observation and assessment of children. Frequent in-house training and an extensive programme of continuous professional development means that staff are highly motivated, providing competent teaching and valuable learning experiences. The nursery team strives continuously to maintain very high standards through the dedication of the staff, who are united in driving improvement. Consequently, this has an exceedingly positive effect on the all children's progress.

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	Requires improvement	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. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY363374
Local authority	Kingston upon Thames
Inspection number	952587
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	72
Number of children on roll	49
Name of provider	Sutherland Education Limited
Date of previous inspection	09/02/2009
Telephone number	020 8399 8999

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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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