

Advantage Day Nursery

Advantage Day Nursery, 228 Red Lion Road, Surbiton, Surrey, KT6 7QD

Inspection date	16/04/2013
Previous inspection date	04/05/2010

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		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

- Staff ensure children's learning comprehensively covers all areas of their development, with a particularly strong focus on children's communication and language.
- Children's needs are quickly identified and exceptionally well met through the robust and effective partnerships between parents, other providers and external agencies.
- Excellent emotional bonds are seen throughout the nursery between key persons and children. As a result children develop a high level of confidence to try new activities and express their ideas.
- The management team monitor all aspects of practice and are constantly striving for excellence. As a result, the nursery team demonstrate exceptional practice which is worthy of disseminating to other settings.
- Children have access to an extensive range of materials, with an emphasis on natural resources. Both indoor and outdoor areas are highly stimulating with excellent use of equipment, giving children opportunities to experience and explore a wide variety of play situations, including the soft play area and the sensory room to extend their learning.

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 carried out a question and answer style meeting with the management team and looked at a range of documentation.
- The inspector observed play and learning activities in all the play rooms of the nursery, including the outdoor area.
- The inspector carried out two joint observations with the Early Years Professional teacher.
- The inspector took account of the views of parents, staff and children spoken to on the day.

Inspector
Gillian Cubitt

Full Report

Information about the setting

Advantage Day Nursery is run by Advantage Day Nursery Limited. It opened in 2003 and operates from a large purpose built detached premises. It is situated in Tolworth, Surrey. The nursery is open each weekday from 7.45am to 6pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years register and the compulsory part of the Childcare Register. There are currently 272 children on roll, all of whom are in the early years age group. The nursery supports children with special educational needs and/or disabilities and children who speak English as additional language.

The nursery employs 62 members of staff. Of these 59 work directly with the children and of these 56 staff hold an appropriate early years qualification from level 2 to degree level. The nursery has a strong partnership with the local authority.

What the setting needs to do to improve further

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

- enhance opportunities for children to develop their awareness of nature throughout the year.

Inspection judgements

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

Children thoroughly enjoy the time they spend at nursery and eagerly join in with the vast amount of activities. There is a strong focus by staff to follow children's interests to develop their learning. As a result, children are highly motivated and engaged in activities that they have chosen. Children's communication and language blossoms because staff listen carefully and ask children questions that enable them to express their thoughts and ideas. Children talk about their holidays and staff extend this to include all children in talking about different types of weather. Conversation moves on to what clothes are suitable for hot and cold weather and what happens when there is thunder and lightning. Later in the day, many children find pleasure in making their individual versions of clouds, rainbows and thunder with resources such as paints, cotton wool and other media. They enjoy recalling their earlier discussions and because the activity holds particular meaning, children develop exceptional skills in their concentration. In other areas, children eagerly listen to stories and repeat phrases with expression, such as 'what a beautiful day'. They jump up and do actions to describe the story putting fingers on their lips and walking on tippy toes to show they are acting very quietly. Children relish playing outside and have an area for caring for plants. However, the opportunities for children to observe how nature

changes throughout the year are not extensive.

Staff are completely in tune with the needs of babies who show their joy as staff chat to them throughout the day. Babies gravitate towards the bright colourful and natural wooden play resources, which encourage their early movement. Babies and toddlers have fun with hand painting and malleable materials, such as crazy soap, which help them express their creativity.

Staff are highly skilled and all know the children extremely well. They spend the majority of their time interacting and playing with the children. This happy, secure partnership increases the level of spontaneity and creativity in children's play. Children's learning journey folders are unique and precise. Photographs and links to current guidance provides staff and parents with a clear picture of children's progress. Individual tracking and sharply focussed planning for each child enables staff to provide excellent levels of challenge to extend children's learning.

Highly successful systems engage all parents in their children's learning both in the setting and at home. Parents describe their children's learning journey folders as exceptional. They say their children make 'amazing progress'. They also comment on the wide variety of books available in the nursery library, which children chose, and parents read with them at home. Children also enjoy telling their parents about their day which is initiated by the 'ask about' sticker.

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

Staff demonstrate excellent care practices, which ensure all children, especially the very young and those in need of additional support, make secure emotional attachments. Children settle very quickly due to the highly effective settling-in period and excellent relationship with parents. Children who become distressed settle quickly with comforting cuddles from reassuring staff. The key person system is especially effective, enabling strong bonds and trust to develop which makes children feel very safe and secure. Staff are very good role models. In-house training in behaviour management ensures that all staff show consistency in their approach when engaging with children. Parents and the key person work together as a team which enhances staff's understanding of children's feelings and mood swings. Staff create activities that teach children about being kind to each other. Staff also make children feel special by giving them responsibilities during certain times of the day. As a result, children's behaviour is exceptional.

Children's well-being and health are a prime consideration for the managers and staff. The bright welcoming reception provides visitors with plenty of information about the nursery. As children walk around they recognise their work, which is on show, making the rooms and corridors very inviting. They also recognise photographs of themselves, friends and family. All this creates a stimulating and welcoming environment and helps them to feel a strong sense of belonging. All areas in the nursery are organised and cleaned to an exceptionally high standard. Babies play in an attractive room and sleep in individual cots with their own bedding. They regularly go out in their prams, which enable them to sit up

and view their surroundings while enjoying the fresh air. Older children go outside each day in the well-equipped play areas. The new 'free flow' system now allows children to choose when they wish to play outside and this works well in practice. Children eat healthily throughout the day. The buffet snack arrangements increase children's awareness of their needs to take rest and refreshment. Midday meals are prepared on site and children take turns in preparing the tables. They also show independence in helping themselves to portions of food with opportunities for taking second helpings depending on their appetite.

The managers and staff team consistently give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe. The regular fire evacuation routine heightens children's awareness of safety issues and how to address them. Staff gently remind children of being safe in their play, for example, why they should be careful of digging and throwing sand as this can go into faces and eyes. Staff encourage children to be adventurous in exploring their surroundings while making them aware of the hazards when climbing apparatus and running outside. Staff provide close supervision when children with special educational needs and/or disabilities need to move around. They organise special equipment to meet children's needs and organise rooms to allow them to move about freely. When children go on outings, there is a high ratio of staff to ensure their safety.

The strong teaching skills of all key persons ensure all children are ready for the next stages in the learning. Moves to different rooms in the setting flow smoothly. Staff carefully review the needs of each child while completing summaries for the new room staff. This means that children make a gradual next step to more challenging environments that are in line with their needs. A similar system of written summaries of children's abilities is used when children move on to schools. The nursery managers and staff have established excellent links with local schools. Key persons and supervisors of the nursery visit schools after children have settled to see how they are making progress and to view the next stages of their learning journey.

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

Managers and staff have an excellent understanding of the learning and development and the safeguarding and welfare requirements. They put this knowledge to best effect to enable children to thrive in their development and learning. The strong drive towards improvement is evident in the comprehensive nursery self-evaluation and from observing practice. Further discussions with staff, parents and children also show how everyone's view is a valuable source of information which managers use to improve their setting. The ethos is clear; staff listen to children, record their interests and plan activities accordingly. For example, when a child expresses an interest in rockets, staff help them to paint pictures of them on the windows and use the child's fascination to extend their language and understanding of the world as well as increasing their mathematical awareness. Managers are extremely proactive in sourcing new information through childcare organisations as well as through research. This gives them ideas, which inspire and motivate staff to raise their skills which impacts on children's progress. For example, they

have implemented an excellent new system for recording children's learning journeys which enables them to track children's progress highly effectively.

The managers have an excellent understanding of their responsibility to ensure the nursery meets the safeguarding and welfare requirements. Robust policies and procedures are constantly under review and consistently on the agenda for staff meetings. The manager quickly addresses any areas that raise concern within the nursery. She rigorously follows safeguarding procedures at all times and provide staff with extra training. This is followed by a questionnaire for staff to help embed their knowledge. This ensures all staff fully understand their individual responsibility to protect children. Managers demonstrate in depth knowledge and ability to follow through any concerns and meet the needs of vulnerable children.

There are rigorous recruitment procedures. These help to ensure that staff are suitable to work with children and have excellent teaching skills. The stringent monitoring during the six-month probation period further instils the high expectations of managers. Ongoing supervision for all staff is very effective. Staff say how much support they receive and they are eager to improve their skills through sharing good examples with their colleagues as well as through attending relevant training.

The nursery works extremely well with all agencies to support children with identified needs. The close partnership with the local authority early years advisors also enhances their practice and role within the community. Parents comment on the wealth of information that they receive in the form of emails, newsletters and daily verbal contact. The parent forum as well as 'event' days further include parents as well as other members of the family.

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	EY262274
Local authority	Kingston upon Thames
Inspection number	909576
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 0
Total number of places	169
Number of children on roll	272
Name of provider	Advantage Day Nursery Ltd
Date of previous inspection	04/05/2010
Telephone number	020 8391 3737

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

