

# Active Learning Dorking Nursery

Moore's Road, DORKING, Surrey RH4 2BG



<b>Inspection date</b>	24 January 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 manager has a positive attitude towards self-evaluation and continuously strives to improve. Since registering, she and the staff have developed good systems to help include parents in their children's learning. For example, they provide activity packs and resources to share at home.
- Children settle quickly when they arrive. Staff are warm and welcoming and provide interesting resources and engaging activities for them to explore. Children are happy and make good progress.
- Staff work effectively with other settings that children attend and with professionals who support their learning. They share ideas and information about children's development to help provide a consistent approach to supporting their ongoing progress.
- Staff promote children's physical development well. All children have regular opportunities to access the engaging outdoor areas and older children have additional opportunities, for example ballet and swimming lessons.
- Recent training for the baby room staff has helped refresh their knowledge and given them ideas to improve resources. For example, they have introduced photo boxes for children to explore and encourage early communication and language skills.
- Occasionally, staff's expectations of younger children during activities are too high. This means that at times children do not engage fully, which has a slight impact on their learning.
- At times, some staff do not organise the environment fully effectively to ensure that children do not have to wait unnecessarily before the next activity.

## What the setting needs to do to improve further

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

- develop some staff's understanding of suitable levels of expectations for younger children during activities, to ensure children get the most out of all learning opportunities
- improve further the organisation of routine times in some rooms to help develop children's understanding of what they need to do next.

### Inspection activities

- The inspector observed a range of activities and staff's interactions with children indoors and outdoors.
- The inspector spoke to managers, staff and children at appropriate times during the inspection.
- The inspector took part in a joint observation with the manager.
- The inspector viewed a range of written documentation, including children's development records, staff training certificates and risk assessments.
- The inspector spoke to some parents and viewed written references to gain their feedback on the setting and staff.

#### Inspector

Hannah Barter

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure knowledge and understanding of their responsibilities to protect children from harm and the procedures to follow should they have concerns about children's safety or well-being. Managers ensure that staff's knowledge is up to date and in line with current guidelines and legislation. For example, they send staff on regular training and test their knowledge with quizzes during staff meetings. Recruitment procedures are robust. Managers work closely to ensure staff are suitable for their roles and provide them with ongoing support and mentoring to help them develop their practice and gain further skills. The manager understands the importance of monitoring children's development and assessing how groups of children are developing. She works closely with staff and tracks children's learning effectively, which enables her to identify any gaps in learning.

### Quality of teaching, learning and assessment is good

Observation and assessment of children's learning are effective. Staff plan individually for children's learning and have a good understanding of their stage of development. Staff support children's communication and language skills effectively. Those who work with younger children use lots of repetition and praise them enthusiastically when they repeat single words. Staff who support older children's learning ask thought-provoking questions and make good use of opportunities to test their knowledge and encourage them to describe. For example, staff ask, 'Where do you think the insects live?' Staff plan a good range of opportunities for children to be creative. Younger children explore clay with great excitement and learn that they can manipulate it with their hands. Older children have excellent opportunities to learn about specific artists and have a go at creating their own masterpieces, while learning about colour mixing.

### Personal development, behaviour and welfare are good

Staff are warm and nurturing and have strong relationships with all children. They have a secure understanding of their individual needs and ensure that home routines are mirrored to help promote children's emotional well-being. Children have good opportunities to develop their independence skills. For example, older children take responsibility for their belongings and develop self-help skills, such as preparing their snack. Children learn how to manage their own safety and take care of others. For example, they risk assess the outdoor areas with 'Candyfloss' the safety bear and check that it is safe for them to play in. Children behave well and as expected for their age. They are kind and considerate and look after each other while they play.

### Outcomes for children are good

All children, including those with special educational needs, are making good progress in preparation for future learning and moving on to school. Older children are developing confident literacy skills. For example, they are able to recognise letters within their names and have a go at writing them. All children, including babies, enjoy looking at books and taking part in nursery rhymes, where they enthusiastically copy some actions and enjoy taking part. Children are confident and active learners who are not afraid to have a go and try new things.

## Setting details

<b>Unique reference number</b>	EY542724
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10090078
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	90
<b>Number of children on roll</b>	120
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01306885095

Active Learning Dorking Nursery re-registered in 2018 and is one of a chain of nurseries owned by Bright Horizons Family Solutions. The nursery is open Monday to Friday from 7.30am until 6.30pm all year round. The nursery employs 28 staff, 19 of whom hold appropriate early years qualifications. The nursery is in receipt of funding for the provision of early years education for children aged two, three, and four years.

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