

Inspection of Aspire Day Nursery

1a, Howard Road, Surbiton KT5 8SA

Inspection date: 16 April 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

The management team and staff provide a warm and welcoming environment. Children arrive eager to see their friends and quickly settle into the day's activities. Staff build excellent relationships with their key children and parents. As a result, children demonstrate they feel happy, safe and secure. Staff in the baby room are very nurturing and attentive to children's needs. Babies enjoy a range of activities, including exploring animals, singing songs and playing peekaboo with staff.

Staff's interactions enhance children's knowledge and skills as they play. For example, older children enjoy building with a wide range of materials. Staff encourage them to think creatively and ask questions to extend their learning. Younger children enjoy a range of sensory activities, such as exploring dough, using different tools to make shapes or threading dried spaghetti into colanders. This helps children to develop their fine motor skills.

Staff have high expectations of all children. They talk to children in a calm manner and support their social and emotional needs effectively. Staff use effective methods, such as using sand timers, to support children to share resources fairly and take turns. Children display a positive attitude towards their learning and behave well.

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

- The management team works well together. It is passionate about making improvements to the provision and practice. The manager constantly reflects on what they are doing and how this can be improved, taking into account the views of parents and staff. For example, staff are in the process of developing the garden area and introducing more resources to promote children's physical development. They encourage children to take risks, such as through climbing and balancing, while in a safe and secure environment.
- Staff work well with parents and share information with them about their children's learning and development. For instance, they regularly invite parents to regular meetings to review their children's progress reports and meet with staff. They also have access to children's observations at home through an online application. Parents confirm that their children enjoy attending and achieve well. They appreciate the good support their children receive from this friendly and approachable staff team.
- The manager and staff have a good understanding of how children learn and develop. They know their key children very well. Staff confidently describe where children are in their learning and what they need to do next. They plan activities to support and extend children's development effectively. However, some staff need more support to plan activities that are specific to children's needs.

- Staff have high expectations for children's learning and readiness for school. For example, children are highly independent and from a young age learn to self-register. Staff introduce children to activities to prepare them for school, such as activities around letters and sounds.
- Staff support children's developing language and literacy skills well. They introduce words, ask questions and act as good role models for communication. For example, when staff read a story with children, they encourage them to ask questions, have discussions with each other and act out their own stories for their friends.
- The manager values her staff, and their well-being is very important to her. Staff complete regular peer observations, have supervision sessions and attend regular training to develop their skills. For instance, staff have recently attended training focusing on two-year-old children and how best to support them.
- The manager and staff regularly monitor children's progress and work well with other professionals involved in children's care. They implement targeted support for children with special educational needs and/or disabilities. As a result, all children make good progress from their starting points in learning and are well prepared for the next stage in their learning.
- Children learn about good hygiene routines and healthy food choices. For example, they understand the importance of washing their hands before mealtimes, confidently pour their own drinks and serve their own food. Children benefit from regular opportunities to exert themselves in the well-resourced outdoor areas. They also take part in extra-curricular activities, including dance fitness, forest school, baby ballet, Mandarin and music.
- Staff act as good role models for children. They are kind and approachable and provide a calm environment for children. As a result, children listen well, follow instructions during activities and are kind and considerate towards each other.
- Occasionally, the deployment of staff during transition times of the day is not organised as effectively as possible. This means that children sometimes lose interest and become unengaged in their activity.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support all staff to plan activities that are specific to children's needs
- review the deployment of staff during transition times to ensure that all children are engaged and occupied.

Setting details

Unique reference number	EY489699
Local authority	Kingston upon Thames
Inspection number	10337428
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	134
Number of children on roll	171
Name of registered person	Khan, Zahida
Registered person unique reference number	RP909507
Telephone number	02082419661
Date of previous inspection	19 April 2023

Information about this early years setting

Aspire Day Nursery registered in 2015 and is based in Surbiton, in the Royal Borough of Kingston upon Thames. It is one of three nurseries owned and operated by an individual provider. The nursery is open from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for three- and four-year-old children. It employs 53 members of staff. Of these, two staff hold early years teacher status, two staff hold qualified teacher status, and 22 staff hold qualifications ranging from level 2 to level 6.

Information about this inspection

Inspectors

Becky Phillips
Zoe Duggan

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector completed a joint observation with the manager and discussed the findings.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff.
- The manager and inspector completed a learning walk together. They discussed how the curriculum is implemented and the impact on children's learning.
- The inspector spoke with parents, staff and children throughout the inspection to gain their views of the nursery.

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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