

Inspection of Egg Day Nursery

160 Picket Twenty Way, ANDOVER, Hampshire SP11 6TH

Inspection date: 20 June 2023

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

Children happily come into nursery, where they are greeted by kind and caring staff. They settle quickly into activities and are keen to see their friends. Children are curious and keen to learn. They learn new concepts, such as 'reflections', through skilful interactions with staff. For example, staff help children to recognise that looking in a mirror will show them their reflection. Staff have high expectations for children's behaviour. They act as positive role models for children. Staff praise children frequently for their efforts. Children enjoy singing nursery rhymes from a very young age. This supports their communication and language development. Children hear new vocabulary frequently throughout their day. Staff model the correct pronunciation of words back to children through their conversations.

Children are skilfully supported by staff as they learn to take turns. For example, they giggle in delight as staff help them take turns to climb into empty boxes and shout 'peekaboo' as they jump up. Children enjoy spending time outside. They take part in a range of activities to develop their physical skills, such as kicking balls and riding balance bikes. Children make good progress in their learning. There is a curriculum in place that builds on what children know and can do as they progress through the nursery. This helps to prepare them for the next stage of learning.

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

- The manager has a clear vision in place. This includes an ambitious curriculum that develops children's key skills. For example, children start to develop their independence skills from a very young age. These skills are then challenged and extended. As children get older, they take on more responsibility for themselves and others. For instance, older children confidently carry out small jobs within the nursery, such as looking after the nursery pets.
- Children with special educational needs and/or disabilities are supported well. Staff carefully plan for these children, so they make good progress in their development. Staff use funding well to meet the needs of the children. For example, they have purchased sensory boards to help children develop their awareness of different textures.
- Parents comment on the warm and loving staff. They explain that their children are happy and enjoy coming to nursery. Parents explain that communication has changed recently. Due to changes in staffing, parents are not yet supported as well as they could be with learning at home and how best to support their children's development.
- Staff know their key children well. They have an in-depth understanding of their children's likes and dislikes, as well as their interests. Staff develop strong bonds with children from their very first day and have a strong emphasis on ensuring that children have good attachments.

- There have been recent changes to staff's supervision meetings. As part of this, supervisions are not yet focused sharply enough on developing staff's knowledge, where needed. For example, while staff can talk securely about children's immediate next steps in learning, there are inconsistencies in staff's understanding of the overall aims of the curriculum.
- Staff seek to learn about new children through 'all about me' forms. They then tailor settling-in sessions to the needs of each child. For example, some children may settle after a couple of sessions, whereas others may need several sessions. This supports children's personal, social and emotional development right from the start.
- Staff help children to develop their self-esteem and self-confidence. For example, children take on roles as 'room counsellors', which gives even the quietest of children a voice within the room. It also develops their sense of involvement within their pre-school community.
- Children develop their critical-thinking skills through play. For example, children work out how to build ramps for their cars to race down. They are supported by staff, who encourage them to risk assess and think about how to keep themselves safe as they race their cars.
- Children develop a love of reading from a very young age. Babies and toddlers enjoy looking at books and listen avidly as staff read them stories. This develops as they get older. For example, older children use their knowledge of favourite stories, such as 'We're Going on a Bear Hunt', to then re-enact them out in the garden. They all excitedly make their way through 'mud' before running away from the 'bear'.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of their roles and responsibilities. They know the signs and symptoms that may indicate a child is at risk of harm. Staff know how to report a concern to the relevant local safeguarding partners, including if there is an allegation against a member of staff. The manager has a secure understanding of safer recruitment practices and the importance of ensuring staff's ongoing suitability. Staff teach children how to manage risks. For example, older children use the 'Busy Bee' toy and a checklist to check for risks in the garden before going out to play.

What does the setting need to do to improve?

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

- focus supervision meetings more precisely to make sure all staff have a detailed knowledge and understanding of the nursery's curriculum
- strengthen communication with parents to help them clearly understand how to

support children's learning and identified next steps at home.

Setting details

Unique reference number	EY497501
Local authority	Hampshire
Inspection number	10294849
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	72
Number of children on roll	114
Name of registered person	Egg Childcare Limited
Registered person unique reference number	RP901396
Telephone number	01264 353410
Date of previous inspection	22 May 2018

Information about this early years setting

Egg Day Nursery registered in 2016 and became part of the Busy Bees nursery group in 2022. The nursery is open from 7.40am to 6.20pm, Monday to Friday, for 51 weeks of the year. The nursery receives funding to provide free early education for children aged two-, three- and four-years old. There are 22 members of staff working at the nursery. Of these, 13 hold appropriate early years qualifications ranging from level 2 to level 6.

Information about this inspection

Inspector

Natasha Jarvis

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager explained the curriculum intentions to the inspector during a learning walk.
- The inspector took part in discussions with the manager, directors and staff during the inspection.
- The manager and the inspector observed and evaluated an activity together.
- The inspector sampled relevant documents.
- The inspector observed staff and children throughout the day.
- Parents shared their views with the inspector through discussion.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023