

Inspection of Warlingham Park Nursery

Warlingham Park School, Chelsham Common, WARLINGHAM CR6 9PB

Inspection date: 18 March 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff provide children with a warm welcome on arrival and support them to settle in. Older children and toddlers join the school's breakfast club before being taken to their dedicated classroom. Babies are dropped off in their own separate unit, where they receive a friendly greeting and settle in well.

Staff organise the environment to support children's interests and their next steps in learning. For example, staff arrange sensory bags on a low-level table to encourage babies to pull themselves up to stand. Outside, children engage in imaginative play as they mix sand and water together, and pretend to make tea. Staff support children to take turns to pour water from the water dispenser and encourage them to share the teacups.

Children behave very well and are keen to take part in a variety of learning opportunities. For example, pre-school children join the Reception class at the school to learn about insects, reptiles and animals. They are engaged as they patiently wait their turn to touch a beetle, and comment that it tickles when it walks on their hands. These experiences help older children to prepare for when they transition to school, as well as supporting their understanding of the world.

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

- Leaders provide staff with regular supervision sessions. They observe staff practice and provide feedback on how they can improve. Staff feel able to discuss any concerns they may have about children and any training needs they may have. Staff feel well supported in their roles and leaders work well together to ensure the smooth running of the provision.
- Leaders plan an appropriate curriculum to support children to progress on to their next stage of learning. Staff organise a range of activities based on children's current interests, such as learning about different animals. However, when staff cover in other rooms, they are not always fully aware of the curriculum intent for that room. This means they do not focus their teaching specifically on the skills children need to learn next, in order to fully support their development.
- Children with special educational needs and/or disabilities are supported well. Leaders work with other professionals so that interventions can be implemented promptly. Targeted plans and funding are put in place to help staff consistently promote children's learning.
- Children are confident communicators from an early age. Babies copy the actions staff make to various nursery rhymes. For example, they repeat the words 'beep, beep, beep' and 'sh, sh, sh' when staff sing to them. Older children confidently talk about the things they have learned, such as how plants grow.

Staff provide children with new vocabulary, such as 'photosynthesis', and ask children if they remember what this is. Children confidently share their knowledge that plants need water and sunlight to grow.

- Children engage in the activities staff organise and play well together during child-led play. For example, children pretend to make soup in the water tray while others practise rolling out dough and imagine they are making sausages. Staff ask questions about what they are doing and comment on their play. However, they do not always identify when they can extend children's learning further during self-chosen play, or when children might benefit from more time to process what they have learned.
- Overall, parents are happy with the care their children receive. Most parents know what their children are learning about and the activities they have been involved in. However, some parents do not know about the specific skills staff are supporting their children to learn or how they can promote their learning further at home. Staff use an online platform to update parents on their children's progress. However, they do not check if parents have understood the progress their children are making. In addition, some parents have not been kept informed of staff changes.
- Staff support children's literacy development well. Older children are learning to write their names as they copy letters printed on name cards. Staff encourage them to try to identify their friends' names and practise writing the letters in other words. This supports their early reading skills.
- Children enjoy a healthy diet and their independence is promoted well. For instance, older children are encouraged to peel their own fruit at snack time and pour their own drinks. Babies are encouraged to wipe their own hands and face before and after mealtimes.

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 staff to identify when to enhance their interactions and extend children's learning opportunities further
- strengthen staff's understanding of the curriculum intent, so that they can precisely target children's next steps in learning
- review and improve how information is shared with parents, so that they are kept up to date on any changes and fully understand their child's learning intentions.

Setting details

Unique reference number	2749555
Local authority	Surrey
Inspection number	10392770
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	75
Number of children on roll	56
Name of registered person	Warlingham Park School Limited
Registered person unique reference number	2749553
Telephone number	01883626844
Date of previous inspection	Not applicable

Information about this early years setting

Warlingham Park Nursery registered in September 2023 and is located in Surrey within Warlingham Park School. The setting is open from 8am to 6pm, Monday to Friday for 51 weeks of the year. There are 16 members of staff who work directly with children, six of whom hold a qualification at level 3 and one member of staff has qualified teacher status. The setting offers government funded places for childcare and receives specific funding for disadvantaged children. This early years registered provision is within the independent school and the routine inspection will be transferred to the Independent Schools Inspectorate (ISI). Subsequent inspections of the setting will be carried out by ISI on Ofsted's behalf.

Information about this inspection

Inspector
Pippa Clark

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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