

Inspection of Ivy House, Station Road

14 Station Road, Thames Ditton, Surrey KT7 0NR

Inspection date:

29 September 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

There are breaches to the requirements of registration that place children at risk of harm and compromises their safety and well-being. Leaders and staff lack secure safeguarding knowledge, and staff are unclear about their roles and responsibilities. This means they do not implement effective risk assessments or ensure that the quality of teaching and experiences enable all children to make the progress they are capable of.

Children form warm relationships with staff. Staff know their key children well. The setting operates a buddy key-person system, so children are supported by someone who knows them well in their key person's absence. Children are confident with staff. For example, when younger children observe cause and effect during their activities, they seek eye contact with staff and beam with delight. Staff respond with warmth and kindness and share in children's enjoyment, which helps build emotional security.

Most children show enthusiasm as they explore their learning environment. For example, older children use sticks as magic wands to protect themselves from the 'giants' in the garden. However, some children do not receive effective support from staff to engage in activities, so teaching does not consistently extend their learning.

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

- Although leaders consider ways to support staff to understand their roles and responsibilities, these do not go far enough to ensure that staff fulfil these well in practice. This impacts on children's engagement in their learning and their safety. For example, staff do not identify potential risks to children as they use the play equipment and engage in activities. They also do not ensure that they supervise children well during mealtimes and play. This results in avoidable incidents and near misses occurring, which sometimes go unnoticed by staff. Additionally, when children are eating, staff do not remind them to finish their mouthful before they speak. This compromises children's safety.
- Leaders and staff do not have robust safeguarding knowledge. Although they recognise the signs and symptoms of abuse, they do not have a secure understanding of the procedures to follow, including how to manage any allegations made against staff. This does not help to keep children safe.
- Leaders have designed a curriculum that is age-appropriate to children's learning. However, staff do not have a secure understanding of how to implement this consistently well in practice. They also do not ensure that they support all children to extend their knowledge and skills. For example, as children play in the garden area, some receive little support to engage in their

learning. As a result, children spend time on their own as they splash a puddle of water or play with the back gate. This does not support all children to show a good attitude to learning, and does not enable them to make the progress they are capable of.

- Staff do not always provide clear explanations to enable children to understand what is expected of them. For instance, when staff organise a parachute activity, they do not give children the information they need to enable them to take part in the activity safely. Consequently, children stand on and go underneath the parachute, so when it is lifted up, children fall and hurt themselves. Additionally, staff do not provide children with consistent support to manage their behaviour. At times, staff show patience and kindness as they support children to regulate their feelings. However, at other times, staff do not ensure that children modify their behaviour appropriately. This does not provide children with consistent messages about how they are expected to behave.
- When teaching is successful, some children benefit from support that helps to build on their development. For example, staff support small groups of children to immerse themselves in the stories being read to them. They encourage children to develop their language skills as they recall what they know about the story, and to notice details in the pictures. Additionally, some children copy what they have learned from staff, such as supporting their friends to climb across the stepping logs. This helps children to show kindness to others.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve oversight of the provision to ensure that staff receive effective coaching, mentoring and support to enable them to fulfil their roles and responsibilities	20/10/2025
ensure staff have the skills to identify and successfully manage potential risks to children	20/10/2025

ensure staff and leaders have secure safeguarding knowledge and understand the procedures they need to follow to manage safeguarding concerns	20/10/2025
ensure staff understand how to implement the curriculum effectively to support all children to make good progress	20/10/2025
ensure staff organise activities and experiences effectively to support children's positive attitudes to learning.	20/10/2025

Setting details

Unique reference number	2783888
Local authority	Surrey
Inspection number	10417307
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 3
Total number of places	62
Number of children on roll	62
Name of registered person	Future Childcare Limited
Registered person unique reference number	2638806
Telephone number	07805520172
Date of previous inspection	Not applicable

Information about this early years setting

Ivy House, Station Road registered in 2024 and is in Thames Ditton, Surrey, The nursery is open all year round, Monday to Friday, from 7.30am to 6.30pm. It provides funded early education for children. The nursery employs 16 members of staff. Nine staff hold relevant qualifications between level 2 and level 6.

Information about this inspection

Inspector
Hayley Kiely

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this had on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- 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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