

# Inspection of Unicorn Childcare CDE LTD

81 London Street, Chertsey KT16 8AN

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Inspection date: 29 July 2025

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

## What is it like to attend this early years setting?

### The provision is good

Children thrive in this calm and welcoming environment. They eagerly explore a variety of engaging activities and toys. Children listen to and share their favourite stories and rhymes, confidently predicting what might happen next. They build strong communication and language skills. For example, staff plan activities that lead up to reading a story and support children to recall previous learning and expand their vocabulary. For instance, as they retell a story, children describe spaghetti as 'crunchy'.

Children behave respectfully and take turns with their peers. They pay close attention and follow instructions, while staff model good manners and set high expectations for behaviour. Staff support and praise children as they learn to share and take turns, helping them quickly understand what is expected. This consistent support bolsters children's self-esteem and overall well-being.

Effective settling-in systems help children build strong relationships with key persons, so they feel safe, secure and confident.

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

- The strong leadership team is experienced and knowledgeable and fully understands how children learn and develop. Leaders show passion for their setting and hold a clear vision for the nursery's future. Leaders encourage staff to plan challenging and stimulating experiences guided by children's interests. Staff say that leaders remain accessible and readily offer well-being support and professional advice whenever needed.
- Leaders and managers have a strong understanding of the curriculum intent and regularly reflect upon the quality of the provision. They use ongoing evaluation and feedback from staff to identify areas for development, ensuring that the learning environment continues to meet the needs of all children. This reflective approach supports a culture of continuous improvement across the setting.
- Children are learning about the world and their local community. They go on trips to the local library and places of interest, such as parks and the local animal sanctuary. Children learn about a variety of festivals, which helps them to develop an understanding of the world around them.
- Many activities help to develop children's learning in mathematics, such as extending their understanding of measure as they pour water into different containers. For example, at the water wall, children use two different-sized jugs to measure and pour, observing cause and effect. When staff ask if the water is going up or down, children reply 'down' and explain that the wheel spins 'because the water is coming down on it and it begins to turn'. These exchanges foster language development and encourage scientific enquiry.

- Children benefit from a language-rich environment. Staff engage children in conversations and provide a narrative while they play. They support children to develop a love for books and reading. Children thoroughly enjoy joining in with storytelling and singing at group times. However, staff do not always recognise when quieter children would benefit from their interaction. As a result, quieter children do not always get the same level of interaction with staff as the confident communicators.
- Children listen attentively and follow instructions. Staff demonstrate good manners and set clear expectations for behaviour, offering praise and guidance as children learn to share and cooperate. Through consistent support, staff help children build self-esteem and develop the positive behaviours they need to succeed in their learning.

## **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:**

- strengthen staff's confidence in recognising opportunities to support all children to extend their communication and language skills further.

## Setting details

<b>Unique reference number</b>	2731837
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10399625
<b>Type of provision</b>	Childcare on domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Unicorn Childcare CDE LTD
<b>Registered person unique reference number</b>	2731838
<b>Telephone number</b>	07951706993
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Unicorn Childcare CDE LTD registered in 2023 and operates in Chertsey, Surrey. It offers care from 8am to 6pm, Monday to Friday, for 51 weeks of the year. It receives funding for the provision of early education for children aged from nine months to four years. There are seven staff, of whom four hold a qualification at level 3.

## Information about this inspection

**Inspector**  
Rochelle Anderson

## Inspection activities

- The leader and inspector completed a learning walk together covering all areas of the nursery and discussed the curriculum.
- At suitable times during the inspection, the inspector spoke to staff and parents and took their views into account.
- The inspector and leader conducted a joint observation. They discussed the learning that took place.
- The leadership and staff team explained their role in safeguarding children to the inspector.
- The inspector viewed a range of documents relating to safeguarding, suitability of staff and record-keeping.

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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