

Silchester Manor Day Nursery

Bath Road, Taplow, Maidenhead, Berkshire, SL6 0AP

Inspection date	12/11/2012
Previous inspection date	16/07/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children make good progress in a welcoming, attractive, well-resourced environment.
- The well-qualified staff team are caring and attentive, and they have effective teaching skills. Consequently, all children play and learn well, are busily occupied and behaviour is good.
- Leadership and management is a strength and they have an accurate understanding of what they do well and areas for further development.
- An effective key person system is in place, which works well to support children and they form strong attachments.
- Staff aid children's transitions between rooms as they work closely with parents to meet children's changing needs.

It is not yet outstanding because

- Children's home language is not consistently used throughout the nursery so all children can value and enjoy other languages in their play and learning.
- Children have fewer opportunities to access reference books in all areas, or make their own books to share.
- Older children do not see numbers displayed in their playrooms to encourage their use in play and learning.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- Two inspectors carried out the inspection due to the size of the setting. They observed activities in the baby room, two toddler rooms, and pre-school room.
- The inspectors had meetings with the director.
- The inspector carried out a joint observation of an activity with the deputy manager.
- The inspectors spoke with the staff working in the nursery and recorded observations of their interactions with children.
- The inspectors held discussions with parents and carers of children attending the setting.
- The inspectors viewed documentation, policies and procedures, and children's development records.

Inspector

Carol Willett and Mandy Gannon

Full Report

Information about the setting

Silchester Manor Day Nursery re-registered in 2012. It is one of eight provision in the group run by a private provider. The nursery operates from a large detached house in

Taplow, Buckinghamshire. There is access to ten playrooms and a secure outdoor play area. The nursery is open Monday to Friday from 7.45am to 6pm, for 51 weeks a year. It provides full day care. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 122 children in the early years age group on roll. The nursery supports children who have English as an additional language and special educational needs and/or disabilities. The staff team of 27 is led by the nursery manager who has Early Years Professional Status. The deputy has a level 3 qualification and is completing an early years Foundation Degree. There are 21 nursery nurses; 11 are qualified to level 3, six are qualified to level 2. One member of staff is working towards their level 3. The two lunch time assistants are enrolled on level 3 training.

What the setting needs to do to improve further

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

- improve the opportunities for children to use their home languages in their play and learning
- enhance the programme for literacy by increasing children access to non-fiction and homemade books
- extend children's ability to recognise and use number in their play through the provision of number lines.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress as the well-qualified staff team have a good knowledge of children's development. Planning is flexible and staff introduce activities and resources to take account of children's interest. For example, during the story about a giant, staff introduce giant teeth and toothbrushes to encourage children to clean their own teeth. Staff demonstrate a good knowledge of child development and consistently ask open questions. This encourages children to think and make links in learning. Staff observe children during activities and they confidently know about children's progress and areas for development.

The key person system works well as staff find out useful information before children start, which helps children settle into the nursery. Staff record their observations of

children's achievements in learning journals. Staff communicate well with parents each day and fully share information about the children. Parents are encouraged to share their observations of children's learning at home. Staff are aware of the two-year-old progress check and are beginning to implement the written report and share this with parents. Children's development records are freely accessible to parents and the nursery holds regular parent meetings to share information.

Staff give priority to developing children's social, physical and communication skills. They organise the playrooms very well and provide ample high quality resources including those to develop children's physical skills. This includes adult sized furniture in the baby room so babies can pull themselves up to stand. Children use a variety of resources to develop their skills with appropriate climbing resources both inside and outdoors. The extensive outdoor grounds provide an exciting challenging space for children. Their manipulative skills develop well as they use a wide range of stimulating toys, resources and tools, which they thoroughly enjoy. Children happily share and play cooperatively as they build with large wooden blocks. They sit and listen well enjoying singing and story times.

Children develop a strong sense of belonging as staff display their artwork throughout the nursery; children choose their photographs to self-register and have their photographs on their coat pegs. The nursery staff have a good awareness of children who speak other languages at home. They obtain important key words in order to support children. The nursery use their diverse staff team's languages and cultural backgrounds to enhance children's understanding. For example, in the baby room a member of staff uses the child's home language to settle and develop his sense of security. However, staff do not fully exploit all the home languages of children throughout the nursery. For instance, there is no labeling in other languages or dual language books to help children value and enjoy other languages.

Children enjoy a good range of storybooks in comfortable book areas in all rooms. However, children do not have access to a wide range of factual reference books to encourage their knowledge and interest of the world around them. Whilst the nursery has introduced homemade books to aid a child to settle in, they have not considered the benefit of making books with all children throughout the nursery. Younger children develop an awareness of technology through many push button toys. The nursery has plans to increase older children's access to computers and programmable toys, so they develop a good understanding of why things happen or how things work. Children enjoy a variety of creative activities and have free access to a wide range of interesting resources to create from their own imaginations. Children thoroughly enjoy being imaginative in the exciting role-play areas. There are a large number of resources to develop children's mathematical skills including matching and sorting. Staff use number songs to develop children's awareness of counting. Children have fewer opportunities to see numbers in purposeful context in their playrooms. Number lines are not visible to develop children's understanding of number shapes and encourage them to use numbers in their play.

The contribution of the early years provision to the well-being of children

Children are confident, well motivated and happy in the nursery as they explore the high quality resources. Children show they feel secure as they quickly develop warm relationships with the approachable, friendly staff. Staff effectively follow babies routines as they obtain relevant information prior to children starting. The key person system works well and promotes good liaison with parents to ensure staff continually meet the changing needs of young children. For example, staff adapt sleeping routines as babies change their sleep patterns.

Children show they feel confident and staff manage the transitions throughout the nursery effectively. Children soon build friendships as they play well together and they take turns and share the resources. Staff manage children's behaviour well; they skilfully use positive strategies to deal with any issues. For example, staff divert children's play by asking them to find other tunnels to safely crawl through to prevent them using the easel for this purpose. Children respond positively to instructions, they sit and listen well at group times. They know when it is their turn to speak and enthusiastically participate in singing and story time. The positive meaningful praise and encouragement from staff, effectively develops children's self-confidence and good behaviour.

Children are confident in the daily routines and learn good self-care skills through well-embedded hygiene procedures. The layout of the premises enables older children to become independent and they soon learn about washing their hands appropriately. Staff initiate good self-care skills early as older toddlers wash their hands after nappy changes. Children develop responsibility as they help pack away toys and sweep up the spilt sand. They learn about healthy eating; they enjoy a wide variety of fruit for snacks. Older children choose when to have their snack and these are social occasions where they happily chatter to their friends. Children drink plenty and a water jug and cups are readily accessible throughout the day. Young children freely access their picture labelled cups. Children eat well and thoroughly enjoy the appetising, nutritious meals, which are freshly prepared in the nursery. Children can eat as much as they like to satisfy their appetites. The nursery caters well for specific dietary requirements and allergies as parents provide full information at initial meetings.

The nursery is a comfortable enabling environment. There is ample space for children to move around and explore the wide range of good quality resources in age appropriate base rooms. Children play outside daily and enjoy activities such as bug hunts in the extensive grounds. The nursery has plans to develop the outside area to provide greater learning opportunities through outdoor play. Children have access to a large hall when they cannot go out to play. Children understand the rules at nursery and learn to take risks in a safe environment.

The effectiveness of the leadership and management of the early years provision

Children play in a safe environment because staff follow effective safeguarding procedure and take appropriate steps to protect children. Staff complete thorough risk assessments and daily safety checks, taking positive steps to minimise hazards. Security is good and

staff closely supervise children at all times. The well-organised playrooms contribute to children's safety through effective dividing of space. The nursery has a comprehensive range of policies in place, including safeguarding and complaints. Parents access these so all have a clear understanding of responsibilities. Staff receive clear information as part of the induction process. Good vetting procedures help ensure that staff are suitable. Staff ably promote children's welfare as they complete paediatric first aid training. There are clear procedures for recording accidents and for the administration of medication. Children play in clean well-maintained premises where staff follow effective hygiene procedures to minimise the risk of cross infection.

Leadership and management is a strength. Effective appraisal systems monitor staff performance and assess training needs. Accurate monitoring helps ensure a full understanding of areas for development and effective actions plans are in place. The director regularly visits the setting to offer support, training and development. For example, she knows which staff are less confident and offers support and training as required. There is a strong drive to develop high standards using good practice from other nurseries in the group. Staff have a positive attitude to inspection processes and take steps to address issues raised. The nursery completes a self-evaluation process and staff visit centres of excellence to enable them to see outstanding practice and aid development. They involve parents in the evaluation process.

Staff are knowledgeable and caring and provide a wide range of suitable resources and activities. An effective key person system works well throughout the nursery. This particularly benefits younger children as they develop strong attachments helping them settle well and feel secure. Children are happy, well motivated and make good progress and staff prepare them well for their next stages of learning. Staff organise the environment well to encourage children to be independent learners. Staff clearly understand the learning requirements and use the 'Development Matters in the Early Years Foundation Stage' guidance to plan effectively for each child's progress. Staff meet weekly to develop practice and keep up to date with changes. They discuss children's progress so they can plan effectively together. Staff take good account new requirements, such as the introduction of progress checks for two year olds.

Partnerships with parents are strong as staff provide good information to keep parents well informed. Parent's comments show they are happy with the provision and feel staff are welcoming, flexible and caring and meet the needs of their children well. Parents express how they have a greater understanding of children's learning through effective discussions and feedback with key staff. They feel well informed about children's progress. Parents and staff work closely together to utilise the support of other agencies, to meet children's needs. Staff work well with other agencies involved in children's care. The caring well-qualified staff, good teaching skills and the programme of learning enables children to become ready for the transition into school. Reception teachers are invited into the nursery to meet the children prior to their moving onto local schools.

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
-------	-----------	-------------

Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY441759
Local authority	Buckinghamshire
Inspection number	887936
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	176
Number of children on roll	122
Name of provider	All About Children Ltd
Date of previous inspection	16/07/2012
Telephone number	01628 778890

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

