

Windsor Day Nursery

302 St. Leonards Road, WINDSOR, Berkshire, SL4 3DX

Inspection date

Previous inspection date

10/12/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children make extremely good progress in relation to their individual starting points.
- Staff teaching practice is extremely strong. Staff know children very well and plan activities which meet children's individual needs and abilities.
- Staff give high priority to safeguarding and promoting the children's welfare They have a strong understanding of child protection issues and how to promote children's self-awareness and independence.
- Partnerships with parents are highly effective. Staff develop very strong relationships with parents that enables information to be shared to support and promote children's learning and development at the highest level.

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.

Inspection activities

- The inspector read the self-evaluation prior to the inspection.
- The inspector spoke to several parents to obtain their views on the service they receive.
- The inspector observed staff practice and the impact this has on children's learning and welfare needs.
- The inspector talked to staff about their practice and their knowledge and skills.
- The inspector talked to the deputy manager about her management skills.

Inspector

Carolyn Hasler

Full Report

Information about the setting

Windsor Day Nursery registered in 2012. It is one of a chain of nurseries run by Asquith Court Nurseries Ltd. The nursery operates from a purpose-built detached building in Windsor, Berkshire. There are several rooms available to the children, organised according to their ages. Each room has a secure outside area. Children attend from the local and surrounding areas. The nursery is registered on the Early Years Register. The nursery is open Monday to Friday, from 7.30am to 6.30pm throughout the year. It provides care for children up to the end of the early year's age range. There are currently 106 children on

roll, some of whom attend part time. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. There are 27 members of staff, including the manager and chef. The majority of staff, including the manager hold early year's qualifications to level three or above. Two members of staff are working towards foundation degrees.

What the setting needs to do to improve further

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

- Use the local area for exploring both the built and the natural environment to further broaden children's understanding of the world.

Inspection judgements

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

Children make outstanding progress in relation to their developmental starting points. There are sharply focused educational programmes, where the balance between child-led and adult-directed learning is very strong. Children show all the characteristics associated with effective learning. This enables them to lead their own play as well as engage in guided learning experiences. Teaching is highly effective across all age groups. Staff are highly skilled and motivated. They have a good knowledge of children's individual abilities and ensure they have plenty of time to practice and extend their skills during play. Staff have an excellent knowledge and understanding of the different areas of learning. They provide a rich and nurturing environment, which allows children to take part in good quality and challenging experiences.

Babies enjoy the involvement of staff in their play. For example, a member of staff shows them the bricks she is holding then bangs them together. She gives the bricks to the babies to encourage them to copy her actions. She encourages them to respond to simple instructions, which helps to promote their early communication skills. Older children enjoy talking about past activities and staff give them plenty of time to think and consider their questions before answering. This encourages their communication and language skills extremely well. Children have many opportunities for making marks with a range of tools and staff encourage them with name cards and many activities designed to help children develop their early writing skills. Children also enjoy regular activities that help them to explore letters and sounds to develop their early reading skills. For example, they bring items in from home beginning with the letter sound of the week.

Staff have a very strong understanding of how to observe and assess children's progress. This enables them to plan successfully to support and promote learning. Consequently, children become confident and independent learners. They learn to communicate their needs well and are active and interested members of their community. Children are fully supported in the skills they need to be ready for starting school.

The key person system works exceptionally well. Children and parents know who their key person is and feel confident in the support that they receive. The nursery has a secondary key person system in place to ensure children and parents always have someone special around who knows about them. Engagements with parents are highly effective. Parents are encouraged to share information on special outings and are involved in supporting planning of activities by contributing to theme work. Staff fully consult parents about their child's development and how to support learning at home. As a result, children receive continuity in their learning.

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

Children feel safe and secure in the nursery, because of the exceptional care taken to settle them in. Prior play dates and planned settling in sessions help them to separate from their parents. In addition, these helps them form secure attachments to their key person. This creates an environment where children quickly build self-esteem, independence and actively seek out learning experiences. The positive relationships children build with their key persons are reflected in the friendships they build. The youngest of the children use a familiar adult as a secure base to interact with others. Children who are more able, confidently ask questions, play cooperatively and take turns in their play. They are able to engage in small group activities supporting each others learning through their observations. They are aware of the boundaries set and the expectations of practitioners about how to behave and respond to these cooperatively. Children's imaginative play both inside and outside provide them with opportunities to test out risk. They develop an increasing awareness of their own and others safety. For example, tools, such as knives and scissors and outside equipment, such as bikes and climbing resources are used with care. There are many opportunities for children to be physically active in their play both inside and outside. Although, there is less emphases placed on visits around the local area. This slightly reduces children's experiences in exploring aspects of the local community.

There is a sharp focus on encouraging children to lead healthy lifestyles. Everyday activities such as snack time challenge children to be highly independent. Children help to prepare fruit for snack time. They pour their own drinks and clear away after themselves. Discussions about posters that show healthy and unhealthy food, help children understand what they are eating and why. Staff and children have created a vegetable patch so that children understand where food comes from. This motivates them to eat what they have grown. A high priority is placed on respecting the privacy of children. Staff promote children's self-care skills, for example, as they understand and take part in good hygiene routines.

Staff promote exceptionally well-prepared and sensitive handling of transitions in the nursery and to other settings. The systems in place clearly promote children's feelings of security. Consequently, they sustain their self-confidence and motivation to learn.

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

The leadership and management team at this nursery have very high standards in the quality of service they offer. They have an excellent overview of the service. They motivate their team to take pride in their work and challenge themselves further. This ensures a strong basis to achieve excellence. They ensure that safeguarding and the welfare of children receive high priority. There are four designated staff who manage child protection concerns. Staff are very well informed about policies and procedures. There is a no phone or camera policy in the setting unless these are used to support learning. The whistle blowing procedure is very secure. This enables staff to feel that any concerns are valued and treated with respect. Staff give priority to ensuring the premises are safe and secure for children. Visitors are closely monitored and are required to sign in and out of each room as they come and go. Staff manage the welfare of children very well. They encourage children to be fully independent in all that they do, which helps them be exceedingly well prepared for school.

The self-evaluation of the provision is at a very high standard. This has developed because of close monitoring and evaluation of practice. The leadership and management team have worked with practitioners to identify weaknesses and develop a focused improvement plan. This includes training, nursery operations and the professional development of staff. Improvement plans are self-challenging and ongoing reflecting the changing needs of children, parents and practitioners. The staff have formed very strong relationships with parents and children and ensure their views are represented. Highly skilled managers ensure the efficient and outstanding quality of the service in all areas through monitoring performance. Staff have responded to the challenge of high expectations. Therefore, they provide consistent and excellent standards of learning, welfare and safety for the children.

Staff engage with outside agencies to support children with additional needs through agreed action plans. The staff work with the local authority, schools and other early year's provisions to ensure they take a consistent approach to meet individual children's learning and welfare needs.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY449586
Local authority	Windsor & Maidenhead
Inspection number	803321
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	80

Number of children on roll	106
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	Not applicable
Telephone number	01753 833922

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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.

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