

Slough Day Nursery

490 Ipswich Road, Slough, Berkshire, SL1 4EP

Inspection date	02/04/2013
Previous inspection date	10/07/2012

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 are happy, content and settled at the nursery. Staff understand children's routines and needs very well.
- Children can access a broad range of toys, resources and activities that promote their learning effectively across all seven areas. Staff understand children's starting points and ongoing progress and therefore can make timely interventions when needed.
- Children behave extremely well and respect one another's similarities and differences. They have warm relationships with the staff who care for them and consequently feel valued.
- Staff share children's progress regularly with parents.

It is not yet outstanding because

- The partnerships with feeder schools are not yet firmly established in order to promote successful transitions for children.
- There are fewer opportunities for children to learn about the wider world, and ask questions about why and how things happen, change or grow.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in their play and interacting with the staff.
- The inspector sampled the nursery's documentation and children's development records.
- The inspector read and took into account the nursery self-evaluation form.
- The inspector engaged in conversation with the manager, staff, children and parents.
- The inspector conducted a joint inspection with the manager.

Inspector

Aileen Finan

Full Report

Information about the setting

Slough Day Nursery registered in 2004. It is one of 79 nurseries run by Asquith Court Nurseries Limited. The nursery operates from four rooms in a self-contained building. It is situated on the Slough industrial estate, close to Slough town centre and serves the local community and nearby areas. Children have access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 56 children on roll within the early years age group. The nursery is in receipt of funding for the provision of free early years education for children aged three and four years. It supports children with special educational needs and/or disabilities and children learning English as an additional language. The nursery is open from 7.30am to 6.30pm, each weekday, all year round. It employs 13 staff, including three supply staff members. The manager and all permanent staff hold appropriate early years qualifications and one staff member has attained a Foundation Stage degree.

What the setting needs to do to improve further

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

- encourage children to ask questions about the wider world, asking why things happen and how things work by enhancing the outdoors as a resource
- engage more effectively with other providers, such as children's future schools, to enhance children's confidence and awareness further to fully support their transitions on to the next stage of learning.

Inspection judgements

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

Children engage happily in their play at the nursery, which provides stimulating and exciting experiences for them to learn. Children thrive developmentally because they enjoy resources and activities that promote their learning across all seven areas of the learning and development framework. Babies and toddlers have space to move, which effectively supports their physical skills. They explore with sensory toys and delight as they feel the sand glide through their fingers as they stand at the tray. Older children become curious during texture painting, using rice, pasta and spices. They match the pairs of items as these appear on the interactive white board, which they use independently. Grouptime sessions in the pre-school age room promote children's confidence and self-awareness to

speak and listen, identify numbers and practise their sign language.

Staff have a secure understanding of the learning and development requirements for the Early Years Foundation Stage. They consistently use their observations and evaluations of children's learning to inform them of children's achievements in relation to their starting points. Therefore, staff are confident to plan for children's individual next steps and as a result, children are making good progress. There are well-established systems to provide information to parents about children's progress. Parents and staff meet regularly to reflect on children's accomplishments. Staff compile quarterly reports to demonstrate the progress children are making. Effective transitions to the next age group rooms enable new key person staff to understand children's interests and capabilities. Therefore, children settle well. As a result, children are developing in line with typical expectations and are acquiring the skills they need to be ready for the next stage in their learning.

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

The nursery is a very welcoming and inclusive environment, which means that children are happy and content. The highly effective key person system means that staff know the children well and understand their routines. Children therefore, form warm relationships with the staff who look after them. Babies and toddlers have secure attachments with their carers. They happily snuggle up for cuddles. Older children confidently approach staff for support and welcome them into their play. Staff are deployed effectively. They are good role models who provide children with clear guidance about what is acceptable behaviour. They also help children to respect one another and be kind and considerate to their friends. Consequently, children behave exceptionally well. They play happily with one another. Children demonstrate that they understand the routines of the day and are eager to join in and take part in activities.

Children have regular opportunities for outside play and learning, which is stimulating and interesting. For example, children enjoy stories outside. They eagerly recall the story of the 'Three Little Pigs' and offer their suggestions about the best house to live in and why it was not the house of sticks. However, there are fewer opportunities for children to use the outdoor environment more effectively to learn about the wider world and in particular ask questions about why things happen and how. Nevertheless, the outdoors is used well. Children benefit from receiving plenty of fresh air and exercise through their physical play. Younger children also enjoy opportunities to sing songs and rhymes outside and actively join in with actions, which promotes their early language and communication.

Children learn about their own safety awareness through playing independently outdoors. Staff remind the children about the need to sit down when cutting with scissors and pictorial reminders inform children to walk and not run indoors. Children are becoming independent. Older children put on coats, hats and gloves with minimal support prior to going outdoors. Toddlers are confident to help staff set their sheets onto the mattress beds ready for their naps. Children are learning about how to manage their personal needs relative to their ages. They understand about washing their hands after using the toilet and before meals and snacks. Babies and toddlers sleep according to the individual

routines and therefore wake happily and are happy to resume their play. Children enjoy nutritious meals provided by the nursery. Staff understand and adhere to children's dietary requirements, preferences and allergies. Children are developing securely in their physical, emotional and social well-being. Staff provide them with appropriate support to be ready and prepared for the next stage in their learning.

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

This inspection was brought forward as a result of a safeguarding concern relating to a member of staff at the nursery. The inspection found that the nursery has fully addressed this concern and followed appropriate steps relating to the concern to protect children, as set out in the nursery policies and procedures. As a result, there is no further action regarding this concern as the nursery is complying with the Early Years Foundation Stage requirements. This demonstrates the adults in the nursery have a good understanding of their roles and responsibilities in protecting children from potential harm and neglect and know how to report concerns appropriately.

Staff at the nursery demonstrate they understand the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage well. The arrangements for safeguarding children are strong. Robust procedures for the recruitment and vetting of staff mean that the adults who work with children are suitable to do so. Effective induction practice, staff supervision and training mean that staff are supported in their professional development and the outcomes for children are promoted well. Staff acknowledge their responsibilities to safeguard the children attending. They understand the procedures to take should they have a concern about a child in their care. All staff members complete safeguarding children awareness training as part of their induction. Robust risk assessments and daily checks on the environment support children's safety and therefore allow them to play safely indoors and outside. The nursery shares their policies with parents on admission to the setting. Parents can also obtain these online through the nursery's website. Therefore, they understand the nursery procedures, which effectively support their children's health, safety and well-being.

The nursery is led and managed positively, which means staff moral is high. The nursery has evaluated their practice effectively. They do this through staff meetings, questionnaires seeking parental views and evaluation meetings to assess day-to-day practice and children's progress. Focussed plans are in place for their future improvement. Consequently, the nursery is able to reflect confidently on the strengths of their provision. Relationships with parents are effective and well developed. Parents are positive about the care their children receive. Partnerships with external agencies, such as the local authority and speech therapists are well established. Therefore, children receive timely intervention when it is required. However, partnerships with local schools to support children's transitions are currently less consistent.

The nursery offers stimulating activities across all seven areas of the learning and development requirements for the Early Years Foundation Stage. These exciting

experiences promote children's physical, emotional and social development and children engage actively in their play. Staff complete regular observations, assessments and evaluations of children's progress, which they share with parents. Systems to promote children's language and communication are consistent, with effective arrangements to support those children speaking English as an additional language. Therefore, overall, all children are making good progress in relation to their starting points.

The Childcare Register

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

The requirements for the voluntary 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 action. 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	EY283550
Local authority	Slough
Inspection number	910449
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	63
Number of children on roll	56
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	10/07/2012
Telephone number	01753 554942

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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, which are usually the childminder's 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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