

Slough Day Nursery

490 Ipswich Road, Slough, Berkshire, SL1 4EP

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

The quality and standards of the early years provision	This inspection:	3
	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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children have positive relationships with one another and the staff. Children behave well as staff are good role models and set clear and consistent boundaries.
- The educational programmes help children make good progress in their learning across a broad range of development outcomes.
- Staff provide an inclusive environment where all children feel valued and develop a strong sense of self that builds confidence and helps move their learning forward.
- Children's needs are known and met because there is clear communication and partnership working with parents.
- Senior leaders and management understand the strengths and weaknesses of the setting, and have prioritised areas for development.

It is not yet good because

- While rigorous systems have been introduced these are not sufficiently well established to monitor and supervise staff practice effectively with regard to children's safety and wellbeing.
- During group times children do not always have opportunities to take turns in order to learn to listen to others.
- Children have few opportunities to display their own creations and artwork and feel proud of their achievements.

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 inspection was undertaken by two inspectors, one of whom mainly concentrated on observing in the pre-school rooms and the other in the rooms for the younger children.
- A joint observation was undertaken with the manager of the nursery with one of the inspectors.
- Both inspectors talked to members of the management team, staff, children and parents on the day.
- Both inspectors sampled a range of documents including children's observation, assessment and planning records, policies and procedures children's details and other relevant information.

Inspector

Susan May

Full Report

Information about the setting

Slough Day Nursery, registered in 2004, 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 a secure 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 57 children in the early years age range on roll. The nursery is funded to provide free early years education to 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, Monday to Friday all year round. It employs 13 staff. The manager and 10 staff hold appropriate early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- Improve the systems for monitoring and supervision of staff practice; particularly supply staff, to ensure they are fully aware of their responsibilities with regard to children's safety and well-being.

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

- develop children's listening skills further by encouraging them to take turns in conversations more during group discussions
- increase opportunities for children to feel proud of their achievements by encouraging them to display their creative work more freely.

Inspection judgements

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

Children are happy and settled in the nursery. They have many opportunities to develop and learn as they play in the bright and stimulating indoor and outdoor areas. The quality of teaching is good. Staff are skilled at observing and evaluating children's learning. They maintain a comprehensive learning journey book for each child which contains the observations they make. Staff carry out regular formal assessments of children's

development, which incorporate the two-year-old progress checks, these are shared with parents. Staff regularly consult with parents and children about their interests and preferences. They then use this knowledge to plan a wide range of appropriate fun activities and experiences for each child that promotes their learning and development. Consequently, children make good progress and are well prepared for their next stage of learning as they move to another room, setting or school.

Staff show a genuine interest in the children as they interact with them, ask them questions and listen to their responses. During snack time, children show an interest in a wall display of a favourite book and ask staff what the words on the labels say. Staff are quick to respond, saying that the label says 'narrow, gloomy cave'. Staff then extend the children's vocabulary by asking them what other words they might use for 'narrow'. This leads to some discussions about words such as 'small and thin', helping children extend their vocabulary further. Young children are attracted by the cosy book corners where they can look at books by themselves or with others. Staff use puppets and sounds to hold younger children's interest as they tell the stories. Children join in excitedly, and flap their arms like birds as they recognise what is going to happen next. Older children are able to recall favourite stories they have enjoyed reading together as they talk about the Bear's journey. The display of the story gives some children the opportunity to see their creative work on show. However, there are fewer opportunities for children to freely display their own paintings and pictures in order to proudly share their achievements and talk about them with others.

Children are motivated and readily participate in activities of their choice both indoors and outside, accessing resources that help them develop their own learning. For example, children thoroughly enjoy hunting for bugs in the garden and select magnifying glasses to examine what they find. This demonstrates their keenness to explore and investigate the natural environment. During group discussions staff tune into the children's interests and offer them activities to find out more information about what they are talking about. For example, when reading a book about owls that come out at night, children begin to discuss other things they see in the sky. Children confidently talk about fireworks that go 'bang' in the sky and are coloured 'red, green and blue'. Other children talk about the noise thunder makes and shooting stars. Staff then encourage the children to use the large computer screen to look at some shooting stars and children enthusiastically talk about what they see on the screen. When children see clouds moving quickly in the sky, staff ask them if they remember why the clouds move. Children are quick to say that it is 'because the earth spins around' and this demonstrates that staff encourage children to talk about their knowledge of the world that they have previously learnt. However, at times during group discussions some children take over the conversation and staff do not always encourage children to take turns to speak. This does not fully support their listening skills as at times it makes it difficult for all children to express their own ideas fully.

Children's mathematical development is promoted well in a variety of ways. For instance, staff talk to the children about the size and shape of the sandcastles they are making. Children 'swim' a range of sea life creatures in the water tray with staff on hand to help extend their mathematical language as they use words such as 'around', 'across' and 'through the water'. Children find out about the local community and the lives of others

through topic work, visitors to the nursery and on occasion outings in the local-area.

Children become confident in their physical skills and abilities and begin to become independent as they are encouraged to do things for themselves appropriate for their age. For example, younger children may choose when and what they want for snack while older children pour their own drinks and peel and chop their own fruits. Children are encouraged to put on their coats and shoes for outdoor play and put on their own aprons for water and art activities. This helps prepare them for the next stage in their learning, including school.

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

The nursery environment is attractive, spacious and carefully set out to offer children freedom of choice. For example, low-level storage enables children to choose for themselves the resources they wish to use. The outdoor area is used as an extension of the indoor learning environment. Babies and young children have many opportunities to explore and investigate as staff ensure there is free floor space for them to crawl and toddle. Pre-school children are able to go outside to play when they wish and have access to activities that cover all areas of learning. This benefits children who are more active learners and learn better outdoors.

Children demonstrate that they develop sound relationships with staff and other children. Babies and children receive cuddles, hugs and reassurance throughout the day that helps them to develop their confidence and self-esteem. Children behave well. They readily share and take turns when required, they resolve minor disputes by themselves or with discreet intervention from staff. Key persons know their individual children well, their backgrounds, abilities and interests. This enables staff to cater for their individual needs and interests and helps children feel valued. For example, there are displays of the children's photographs and labels reflecting their home languages and staff know the languages children hear and speak at home. This helps children and their families feel valued and respected.

Staff help children learn about their own safety. Staff talk to older children during snack time when they use knives to cut their fruit, about how to carry the knives safely to the sink when they have finished using them. Children demonstrate they understand safety aspects as they say 'it may cut me' if they don't carry them carefully. In addition staff offer children gentle reminders when they are playing, for example, by offering to do up children's shoe laces so they do not fall over as they play. Children clearly demonstrate that they feel safe and secure in the nursery. However, on an occasion, staff have not supervised children sufficiently well and on a previous occasion were unaware of the whereabouts of two children in the garden. New procedures have been introduced to make sure this incident is not repeated.

Staff help children learn about the importance of hygiene practices. Staff discuss the importance of hand washing prior to eating. This helps children know that if they do not wash away the germs from their hands the germs may go into their mouths and upset

their tummies. Children sit to enjoy snacks and meals as a social occasion that promotes future eating habits. Children access drinks when they require and babies are fed in a secure and comforting way. Children begin to make healthy choices with regard to food. At snack time, when offered banana and orange, children are confident to request their favourite fruit of grapes. Staff respond to this and quickly find out if there are any in the kitchen. This demonstrates that children feel comfortable in their surroundings and are able to ask for alternative healthy options.

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

The inspection was brought forward as a result of the provision informing Ofsted of several recent incidents that placed children at risk including safeguarding concerns relating to a member of staff at the nursery. In addition during the inspection another recent concern was found to have been identified by the provider and involved children not being within sight or sound of staff. This is in breach of the requirements relating to children being kept adequately supervised. The inspection found that the management team has put in place rigorous systems to address concerns. All staff have undertaken a range of training relating to safeguarding, deployment and managing children's behaviour. However, monitoring and supervision of staff practice is not yet rigorous enough. Nor are the systems introduced well-established enough to demonstrate how effective they will be in protecting children's future safety and well-being. As a result the provider has been issued with an action.

Staff have a good understanding the Early Years Foundation Stage enabling children to progress well in their learning and development as they follow a targeted approach to their individual needs. The nursery has started actioning the recommendations raised from the previous inspection. The manager has made contact with schools children will move on to in order to support them effectively as they move through the education system. In addition, resources and the positive attitude of staff help children begin to understand about the wider world.

Risk assessments are in place that includes daily checks on each area of the nursery and the garden. These have recently been reviewed and now contain procedures such as completing regular head counts and counting children in and out of the garden. All staff demonstrate a clear understanding of the procedures to follow if they have concerns about a child in their care. The nursery is currently recruiting staff and frequently use supply staff which has had an impact on the nursery. However, the staff team working with the children is very dedicated and supportive of each other. They are supported by an enthusiastic, motivated senior management team who are committed to improving the nursery. All staff are appropriately vetted, qualifications checked and staff receive a comprehensive induction programme. Staff have regular appraisals and supervision sessions, although the monitoring of staff practice throughout the nursery is not thorough. Some staff complete peer observations but this is not consistent for all staff.

Senior management recognises strengths and weaknesses and have put in place robust

procedures to address issues and concerns and make improvements. Staff regularly meet up to reflect, share ideas and evaluate their practice. Views are sought from parents and children to help identify further areas for improvement. Advice is frequently sought from an early years advisory teacher. Strong partnerships are in place with parents. Information relating to the nursery, children's learning and local community is readily available for parents to see in the reception area. Parents views obtained on the day were very positive. These include how well staff support children with their particular individual needs, the daily information they receive and how supportive their child's key person is. Parents also comment on the good learning environment and how settled their children are in the nursery.

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	922284
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	63
Number of children on roll	57
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	02/04/2013
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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