

William Street Day Nursery

17 William Street, WINDSOR, Berkshire, SL4 1BB

Inspection date

Previous inspection date

28/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The nursery environment is welcoming and inclusive, and children are happy to attend and take part in activities.
- Children have fun in the well-planned garden and indoor physical play areas. They therefore benefit from plenty of fresh air and physical exercise.
- Staff know children well. Babies' needs are understood and children have warm relationships with the staff.
- Children benefit from a very stimulating environment with good quality resources and toys. Overall they are offered worthwhile learning experiences in all seven areas of learning and are making good progress in relation to their starting points.

It is not yet outstanding because

- Occasionally staff miss opportunities to use open-ended questions in their discussions with children, to enhance their critical thinking skills.
- Staff do not always make the most of opportunities during everyday play to develop children's understanding of mathematical language.

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 in their interactions with the staff who care for them.
- The inspector engaged in conversation with staff, children and parents.
- The inspector took part in a joint observation with the manager.
- The inspector sampled the nursery's documentation and children's development records.
- The inspector read and took into account the nursery's self-evaluation form.

Inspector

Aileen Finan

Full report

Information about the setting

The nursery registered in 2013. It is part of a chain of eight nurseries owned by the same company. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Based in Windsor town centre, the nursery offers children care on weekdays from 7.30am to 6pm, for 51 weeks of the year. Children may attend for a variety of sessions. Childcare rooms are based over three floors and children have access to a shared outdoor garden. There are five staff including the manager, and all but one hold recognised childcare qualifications. The nursery supports children who are learning to speak English as an additional language and those with special educational needs and/or disabilities. There are currently 18 children in the early years age range on roll.

What the setting needs to do to improve further

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

- extend how staff incorporate mathematical language into their teaching during daily activities
- enhance opportunities for older children to be more curious about what they do, for example by using more open-ended questions.

Inspection judgements

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

Children are eager to join in with activities and have fun as they learn at nursery. They benefit from a broad range of stimulating toys, resources and activities, which provide them with rich and imaginative experiences in all seven areas of learning. Children listen attentively to stories, recalling that the children in a story are twins and that there are twins attending their nursery. Through their discussions and the staff member's effective reading skills, children talk about how the girl in the story loves 'spotty' things and that she catches spots from her brother when he gets chicken pox. Children add that they have had it too.

Staff interact well with children. They relate to them as they play, for example talking about the pictures children paint and draw, and naming a circle that a child creates. They build towers with children in the construction area, laughing together as younger children knock these down. Children play outside on the wooden boat, match colours to other things in the environment and roll balls down the drain pipes, adapting the tilt to change the speed and direction. They use a range of buckets and items for pouring in their water

play and staff are proactive in collecting more resources as more children join the game. However, occasionally staff miss some opportunities to extend what children are learning and how they are thinking for themselves, for example through the use of open-ended questions when speaking to the older children about what they are doing. They also miss a few opportunities to build on children's mathematical language in relation to numbers, sequence, shape and size. Nevertheless, their effective teaching overall enables children to make good progress in their learning, in relation to their starting points.

Outside children experiment with water play, filling and emptying containers and looking at the different items in the water. Staff skilfully encourage children to use new words such as 'squeeze' and 'bubbles' and adapt the activity well so that children of different ages can join in. This good practice supports children's language and communication, as well as their confidence, and social and emotional development.

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They plan effectively to support children's individual needs based on what they already know about their interests and development. They use their observations effectively to plot the progress individual children are making and plan for children's experiences in all seven areas of learning. Consequently, they can plan to meet gaps in children's learning and make interventions if necessary.

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

Children demonstrate that they are very happy at nursery. They engage well in their play and have warm, emotional attachments with the staff who care for them. Children's toys and resources are easily accessible to them. These resources are in very good condition and support a broad range of learning areas. Children choose what they want to play with, and therefore learn to be independent and confident in making choices. The nursery environment is very stimulating, welcoming and inclusive. Children have lots of fun indoors and through their regular use of the outdoor environment. They benefit extremely well from lots of fresh air and physical exercise, as well as from the learning opportunities that the garden offers. As a result, children are well prepared for the next stage in their learning.

Staff are deployed well. They are good role models who give children clear messages about acceptable behaviour, safety and healthy lifestyles. Children are encouraged to be independent as they put on coats to go outdoors. They understand to line up, hold on to the rail when going up or down the stairs and to walk slowly. Children are reminded to drink their water during the day and a child picks up a handful of cups and beakers in anticipation of taking them into the garden when they all go out to play. Children understand the importance of washing their hands prior to snack or lunch. They are happy to help tidy up and understand the routines of the day. This demonstrates that they respect their environment and resources. Children's behaviour is very good.

Babies have lots of space to move about, crawl, roll, stand and walk. They have close attachments with the staff who play with them on the floor, and offer lots of cuddles and

verbal and non-verbal interaction to meet their needs. Babies sleep when they need to and in accordance with their individual routines. The sleep room is extremely clean and welcoming, which means babies settle easily. Staff monitor them closely as they take their naps. Babies and toddlers cooperate happily with nappy changes because of their warm relationships with staff. Toddlers take a nap if they need to after lunch or continue with their play. Children enjoy nutritious and healthy snacks and meals provided by the nursery. Staff understand children's dietary needs and any allergies or preferences, and adhere to these.

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

The leadership and management of the nursery are strong. Recruitment procedures are effective, which means that the adults working with children are suitable to do so. Staff are new to their posts but have made positive partnerships with one another and morale is high. Effective systems are in place to ensure that staff receive regular supervision. Training is focused on how to support children's learning and staff practice and personal development. The nursery has reflected on its provision of care, using the views of staff and parents. The management team is therefore confident in acknowledging its strengths since the nursery opened and has clear targets for future improvement.

Staff demonstrate a very good understanding of the safeguarding and welfare requirements for the Statutory Framework of the Early Years Foundation Stage. They understand their responsibilities to safeguard the children they care for. Staff are aware of the procedures to follow should they have a concern about a child in their care. They complete safeguarding children awareness and first aid training as part of the nursery's thorough induction process. Staff implement the robust policies well and these are shared with parents through the nursery's welcome pack, so they understand the procedures that support their children's health, well-being and safety at the nursery. Risk assessments and daily checks of the environment further promote children's safety. Staff are mindful of children's safety especially when using the stairs, as the nursery is based over three floors.

Staff have a good understanding of the learning and development requirements and overall demonstrate effective teaching skills to promote how children learn and develop. They offer children a broad range of experiences that cover all seven areas of learning. Home visits are encouraged so that the manager and the children's key persons can get to know the children and support the settling-in process. Staff make consistent assessments on children's progress, which are shared with parents at key person meetings. The manager oversees children's development records to monitor how any gaps in their learning are reviewed and to support staff in their planning for children's next steps. As a result, staff have an accurate understanding of children's individual learning and development, and any interventions needed are met in a timely manner.

Parents are positive about the care that their children receive. They are encouraged to be part of their children's development and to inform staff about what their children enjoy doing at home. An effective two-way communication is maintained through the daily diary

system and handover discussions. Parent evenings are held twice each year and staff are readily available to talk with parents. Parents highlight how their children's language is greatly improved and that their children socially engage with others. There are well-developed partnerships with other professionals, including speech and language therapists and community nurses. The nursery has been proactive at setting in place partnership working with local schools, in readiness for children's transitions on to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY462233
Local authority	Windsor & Maidenhead
Inspection number	920236
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	18
Name of provider	Countryside Nurseries LLP Partnership
Date of previous inspection	not applicable
Telephone number	01628 476153

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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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