

# Natures Nursery (Ascot)

The Meridian House, London Road, Sunninghill, ASCOT, Berkshire, SL5 0PL

<b>Inspection date</b>	07/08/2014
Previous inspection date	10/03/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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

- Partnerships with parents are very good. There are opportunities for parents to be involved in their children's learning and development. As a result children benefit from continuity of care and learning.
- There is a positive learning environment indoors and outdoors that provides stimulating and challenging opportunities for children to learn and explore.
- The management has a proactive attitude to ensure changes in the setting promote children's well-being and improve learning outcomes.
- There are secure links with local schools and other early years providers. As a result children are well prepared when they move to school.

### It is not yet outstanding because

- Systems to enhance staff knowledge and skills are still under development and are not yet fully effective in delivering consistently high quality practice.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspectors observed children in their play and learning activities indoors and outdoors.
- The inspectors looked at a range documentation, including children's learning records, policies and risk assessments.
- The lead inspector carried out a joint observation with the manager.
- The inspectors talked to staff and children at appropriate times during the inspection.
- The inspectors held discussions with parents and took their views into account.

## Inspector

Farzana Iqbal and Lynne Lewington

## Full report

### Information about the setting

Nature's Nursery (Ascot) was registered in 2010. It is one of three private nurseries and is owned by Nature's Nursery (Ascot) Limited. It operates from a converted two-storey building in Sunninghill, near Ascot, Berkshire. The children have access to play rooms on the ground and first-floor levels of the property. All children share access to an outdoor play area. The nursery is open from 8am to 6pm Monday to Friday all year round, except for bank holidays and Christmas. Children attend for a variety of sessions. With prior arrangement the nursery offers care from 7.30am until 6.30pm. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 121 children in the early years age range on roll. The setting receives funding for the provision of free early education for three-and four-year-olds. The nursery provides support to children with special educational needs and/or disabilities. There are 23 members of staff, of whom 19 hold appropriate early years qualifications. These staff include a manager, two deputy managers and a quality control officer who is on site every week.

### What the setting needs to do to improve further

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

- develop a positive culture of support, coaching and training to broaden the knowledge and skills of all staff.

### Inspection judgements

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

Staff have a good understanding of how children learn and develop. They use documentary guidance to develop their knowledge and understanding of the areas of learning. Staff carry out and record regular observations of children's learning and play activities. They use this information to plan a range of stimulating and challenging activities. These cover all areas of learning. The quality of teaching is good overall but some staff lack confidence in the delivery of the planned educational programmes. This only affects children's learning slightly because there are a good number of staff with very good teaching skills. Children feel valued and supported because staff talk to them about their learning and ask them if they would like any help. Staff know when to hold back and encourage children to independently achieve on their own. This is balanced with appropriate intervention when children require support. This approach helps children make good progress.

The book areas throughout the nursery are well presented and there is a library which parents and children use to take books home. Children enjoy looking at books and make

good progress in their early reading skills, and in communication and language development. Adult-led activities are well organised and planned for. There are weekly themes for pre-school children which are used as topics, for example telling the time. Children strengthen skills in number recognition and knowledge of routines. There are planned daily sessions to help children develop early literacy skills through letter and sound awareness. This further supports them in their next stages of learning, such as school.

Staff deliver good care and teaching to babies and younger children. They engage in cheerful conversation and provide cuddles when babies need reassurance. Babies and toddlers enjoy singing and musical activities. This helps develop early communication and language skills. They are encouraged to develop their physical development skills, for example crawling through tunnels to meet their key worker at the end and engaging in sensory play. Toddlers enjoy dressing-up as nurses and doctors in their pretend play. They develop coordination skills through balancing building bricks and are praised by staff.

Children are excited about learning outdoors. They avidly talk about learning with their friends and members of staff. There is a small woodland area used to develop forest school teaching and learning activities for three-and four-year-olds. Children develop their independence by learning how to use tools and keep themselves safe. They are taught to care for animals, such as chickens and gerbils and children learn about the ecological system. There are rich opportunities for children to develop physical skills through running, climbing and balancing on beams. The staff support children's curiosity by asking them useful questions. For example, children went bird watching using binoculars. Children were asked to comment on what they could see and hear. The forest school staff introduced words, such as 'dormant' and 'metamorphism' to further develop children's vocabulary. The outdoor area also includes an area to grow fruit and vegetables. There is an external space for arts and craft activities which allows children to explore a variety of materials and develop their creativity.

Parents share what they know about their children. This helps staff to understand each child's interests and developmental stage. This knowledge assists staff in assessing children's starting points accurately. Staff compile effective records of children's progress. They carry out good quality observations of children which staff evaluate. Room leaders monitor how staff use this information to carefully plan for children's next steps in learning, so that learning is progressive. Progress checks are completed for children aged between two and three years, and useful written summaries of where children are in their learning are provided for parents. Staff keep parents up to date on their children's development by talking to parents daily and through meetings where they discuss children's progress together. These communications provide good opportunities for parents to be involved in their children's ongoing progress.

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

There is an effective key-person system that helps to build strong relationships when children start the nursery and move through the rooms. Management and staff implement

highly successful settling-in arrangements. Each child has their own key person who liaises closely with parents and supports children's individual needs. The effectiveness of this approach is evident in how quickly children settle and feel comfortable in their surroundings. Staff personalise settling-in routines according to the needs of individual children. This enables them to respond effectively when some children need more support and time to gain confidence in a new environment. This approach is repeated when children move from one age group to another. Managers and room leaders adjust the organisation of these moves so that children are in groups according to their needs rather than follow a strict timetable, according to their age.

Children show they feel confident, safe and secure because they have formed excellent relationships with staff, which promote children's well-being and independence well. Staff show appropriate affection and guidance to children. As a result, children are motivated to learn because they have formed appropriate bonds and secure emotional attachments with staff. For example, children are eager to tidy up and get ready for the next learning activity when asked by staff. Staff manage behaviour according to the behaviour policy; they use positive language and praise good behaviour. As a result, children are well behaved. Children are aware of the behavioural expectations and are familiar with the traffic light system which helps them to regulate their own behaviour. Staff help children manage risks in their learning as they discuss and negotiate how they will safely climb trees or smaller climbing equipment. Children's confidence helps them gain new skills and make good progress. Staff conduct daily risk checks of the learning environments indoor and outdoor. They are also well deployed across the nursery to support children and keep them safe.

Management provide learning environments that offer children well-resourced areas. There are safe environments, which staff supervise, including in the garden and woodland area where children enjoy playing with their friends. Staff are vigilant in making sure children have appropriate sun hats and sun cream to protect their skin when it is sunny. There is a strong focus on learning outdoors and staff make full use of teaching opportunities outdoors. This promotes exercise and a healthy lifestyle for children. Staff organise their playrooms so that children can easily access the wide range of play resources that they use successfully to promote all areas of learning. There are designated areas for different aspects of learning so children can choose which activities they want to play with. This fosters children's developing confidence, independence and self-assurance. Babies enjoy looking at books with their key person and happily explore the appealing environment. There are cots in a cosy area for babies to rest and sleep.

Staff follow good hygiene and nappy changing procedures. This helps children feel comfortable, so they are happy to play. Children's hands are washed after changing nappies to promote good early hygiene practices. Staff teach older children to attend to their personal hygiene, for example monitoring children washing their hands after using the toilet and before snack or meal times. This helps develop children's independence. Children pour their own drinks and know to drink water when they feel thirsty. At lunchtimes children in the pre-school room further display increasing independence and demonstrate good physical skills when using knives and forks to eat. Some older children are good role models and help the younger children. Children pour out drinks into cups competently. The children have a healthy and balanced menu served to them, which they

enjoy. Food is cooked freshly on site by a qualified chef. The children look forward to lunchtimes and busily chat about some of the foods they like or dislike. Staff sit with the children at the table to encourage table manners and support the younger children's ability to be independent eaters.

There are good levels of support for children moving through age groups and to prepare children for school. For example, children benefit from visits to the local school, discussing routines, and developing their independence and positive dispositions to learning. The management and staff maintain effective communication with local schools. This means children benefit from a two-way approach to help them prepare for future learning.

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

The manager has a thorough understanding of the Early Years Foundation Stage and her responsibilities. She has a proactive attitude to ensure changes in the setting are prompt and comprehensive to improve the outcomes for children. The manager has addressed all actions and recommendations from the previous inspection and there has been significant improvement made. They have also devised an ongoing action plan to further strengthen practice. Management implements effective policies and procedures to help ensure all the requirements are met and children make good progress in their learning. There are effective recruitment and employment procedures to ensure staff have the experience and qualifications for their roles. All staff have appropriate checks to ensure they are suitable to work with children. A mentor supports new members of staff. There are comprehensive inductions and performance management systems to ensure staff have a secure understanding of the roles and responsibilities. Staff performance is monitored through supervision meetings, and appraisals. The manager is implementing systems to improve the consistency of knowledge and skills of all staff. This is being developed through quizzes, questions and offering training opportunities with ongoing reflections. However, there remains some inconsistency in staff knowledge and practice because the systems used are not working fully effectively to identify potential coaching, support or training staff might benefit from.

There is a detailed safeguarding policy to promote a clear understanding of safeguarding and how to keep children safe. All staff have completed child protection training and there is a good system to monitor renewal of training swiftly. There are safeguarding contact details in every room of the nursery. Consequently, staff know what to do and who to contact if they have concerns about a child in their care. The safety of the premises is checked daily and staff are encouraged to report any safety issues as they arise. For example, the manager has identified the need for a forest school assistant to further aid supervision when children are learning in the outdoor area. Risk assessments are completed and reviewed regularly. Children's security is given high priority. For example, visitors' attendance is clearly recorded and there is a buzzer system and closed circuit television fitted at the main entrance doors into the nursery. Staff stay by this door to greet parents and register children as they arrive and depart. This process is overseen by the manager and effectively helps staff to monitor children's security.

Management are highly reflective and support staff very well to reflect on their own practice and children's learning. Management fully involve staff, parents and children in this process. For example, staff now help to review the nursery's policies and procedures and provide input to the setting's self-evaluation system. The management team have recently organised a parents committee to represent parent views in a more formal manner. Consequently management and staff develop very positive relationships with parents. Parents are well informed about all aspects of the nursery and their children's learning and care, through newsletters, emails, and information displayed on notice-boards. Parents have plenty of opportunities to speak to staff and management about their children, including parents evenings. Parents are invited into the nursery to share their skills and the children have benefitted from talks and visits from a parent who works in the railway industry. This led to children learning about train tickets, railway safety and public transport. Parents positively comment on how satisfied they are with the nursery and the care their children receive. They praise the staff and manager for the hard work and compliment the rich and varied outdoor environment their children benefit from and enjoy. Parents appreciate open communication with the manager and staff and the way their views are valued and queries responded to promptly. Management and staff have good links with other schools and settings involved in children's care and learning. This provides children with continuity and helps them feel secure. Consequently, outcomes for all children are good.

### **The Childcare Register**

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY404137
<b>Local authority</b>	Windsor & Maidenhead
<b>Inspection number</b>	967889
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	114
<b>Number of children on roll</b>	121
<b>Name of provider</b>	Nature's Nursery (Ascot) Limited
<b>Date of previous inspection</b>	10/03/2014
<b>Telephone number</b>	01344 625070

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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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