

Silchester Manor Day Nursery

Bath Road, Taplow, Maidenhead, Berkshire, SL6 0AP

Inspection date	02/05/2014
Previous inspection date	12/11/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 have positive relationships with one another and the staff. Children behave well as staff are good role models and set clear and consistent boundaries.
- Children are motivated, eager to try activities and consistently show their interests and enthusiasm for the experiences available to them. As a result, they make good progress in all aspects of their development.
- 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.
- Senior leaders and management understand the strengths and weaknesses of the setting, and have prioritised areas for development

It is not yet outstanding because

- Resources and outdoor experiences are not as varied and interesting as indoors, which slightly reduces opportunities across all areas of learning, particularly for children who learn better outdoors.

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 inspector spoke to several parents on the day to gather their views on the nursery.
- The inspector sampled a range of documents including children's observation, assessment and planning records, policies and procedures, children's details and other relevant information.
- A joint observation of an activity was undertaken with the manager of the nursery with the inspector.

Inspector

Susan May

Full report

Information about the setting

Silchester Manor Day Nursery re-registered in 2012. It is one of twelve provisions in the group run by a private provider. The nursery operates from a large detached house in Taplow, Buckinghamshire. There is access to ten playrooms and a secure outdoor play area. The nursery is open Monday to Friday from 7.30 am to 6.00 pm, for 51 weeks a year. It provides full day care. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 113 children in the early years age group on roll. The nursery supports children who speak English as an additional language and those with special educational needs and/or disabilities. The nursery employs 26 staff including a cook, kitchen and lunchtime staff. Of these 16 are qualified and three are working towards an Early Years Foundation Degree.

What the setting needs to do to improve further

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

- enhance outdoor learning opportunities to provide resources and experiences that offer more varied and interesting challenges across all areas of learning.

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. The quality of teaching is good as staff demonstrate skill in observing and evaluating children's learning. Each child has a comprehensive learning journey book which contains observations staff make, examples of children's work and photographs. Formal assessments of children's development, which incorporate the progress checks for two-year-olds, are shared with parents. Staff request information from parents about their children's interests and preferences and use this knowledge to plan a wide range of appropriate fun experiences and activities for each child overall. These individual records and planning promote children's learning and development well. As a result, children make good progress and are well prepared for the next stage of their learning as they move to another room, setting or school.

Staff interact with the children and show a genuine interest in what they are saying, asking questions and listening to their responses. They encourage children to communicate their needs through a variety of visual timelines, gesture and by requesting keywords from parents for children for whom English is an additional language. Staff recognise when children are above their expected targets and plan additional challenges to promote skills. For example, staff request additional information from parents about a child's specific interests and use this information to make an individual project for the child at nursery. The cosy book corners attract children and they can look at books by

themselves or with others. They have access to puppets and staff hold youngest children's interest as they use these to make stories meaningful. Children join in and become excited as they recall what is going to happen next.

Children are motivated and readily participate in activities of their choice in order to initiate their own learning. For example, babies explore their senses as they play with natural materials in the treasure basket. Interactive toys are evident throughout the nursery and older children are fascinated by the photocopier and ask questions about how it works. Children have access to musical instruments, enjoy singing sessions and can be creative when they wish, using media such as paint, crayons and play dough. They particularly enjoy role-play and older children work together and spend considerable time building a pirate ship out of construction blocks. This play is skilfully extended as a member of staff takes large sheets of material outdoors with which they can make dens and use their imagination as they collect pebbles for treasure. However, while children have many opportunities to develop and learn as they play in the bright and stimulating indoor areas, overall this is less evident outdoors. Resources and outdoor experiences are not as varied and interesting as indoors across all the areas of learning. This slightly reduces learning experiences for children who prefer to learn outdoors.

Children's mathematical development is promoted well in a variety of ways. For instance, they sing songs and rhymes that help simple addition and subtraction skills, counting down from five to one. Staff talk to the children about the size and shape of the moulds they are using in the play dough. Children recognise squares, rectangles, triangles and star shapes, and increase their vocabulary as they talk about whether they are using small or large cutters. Children find out about the local community and the lives of others through topic work, visitors to the nursery and outings in the local area. For example, children visit the train station.

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 serve their own meals. 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 develop their confidence and build their self-esteem so they have the skills and attitudes that will help them in 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 the resources they wish to use. The outdoor area is extensive and provides many physical opportunities for children to run around, play football and ride wheeled toys. Older children have a fixed equipment area where they can climb, slide and swing. Babies and young children have ample opportunities to explore and investigate as staff ensure there is free floor space for them to crawl and toddle.

Children have good relationships with staff. They approach staff readily for cuddles, hugs and reassurance throughout the day. This helps to develop their confidence and self-esteem. Children behave well. They are eager to please and readily take turns and share, passing each other bricks as they build their pirate ship. All children and their families are welcome in the nursery and key persons know their individual children well. This enables them to cater for individual needs and interests and helps children feel special and valued. For example, there are displays of the children's photographs and labels reflecting their home languages. Staff know the languages children hear and speak at home. Children find out about the wider world as the nursery supports a charity for children in South Africa. Talks and photographs shown to the children by staff who have visited the charity, help children begin to understand about caring for others.

Children clearly feel safe as they move around the nursery confidently. Children are reminded to be careful and given simple explanations that are age appropriate. For example, what might happen if they run as they play indoors and why they need to walk sensibly as they move about the building to the dining room. Staff help children learn about the importance of hygiene practices. Staff talk about washing hands before eating, and after coming in from the garden. This helps children begin to recognise that clean hands mean they do not have germs on them that might upset their tummies. Children sit to enjoy snacks and meals. Younger children eat in rooms adjacent to their play areas while older children eat in the dining room. Older children serve themselves and all children enjoy a social occasion that promotes good future eating habits. Children access drinks when required, and babies are fed in a secure and comforting way. Children begin to find out about their bodies as they talk about themselves and enjoy a game where life-size photocopied pictures of different parts of their bodies have to be put back together. They draw around themselves and put the body parts in the appropriate places talking about one head, two hands, two legs and a tummy in the middle. A member of staff skilfully leads the conversation as they talk about people who might not have arms or legs or who might be different from them but still like to do the same things they do, helping to promote children's understanding of disability.

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

The inspection was brought forward as a result of a recent incident that resulted in an injury to a child. Ofsted undertook an unannounced inspection. We looked into the concern to see whether the provider was meeting the statutory requirements; in particular, the requirements that link to safety, risk assessments, accidents and injury, information to parents and carers and child supervision. The provider has undertaken a detailed risk assessment to practices and safety measures. As a result, accidents and incidents are reviewed monthly to ensure there are no recurring issues. Safety measures such as door stops to prevent a recurrence of the incident are being put in place and staff procedures include additional supervision as children move to different areas of the building. There are appropriate procedures in place to report accidents and injuries to parents. The inspection found that the management team has put in rigorous systems to

address concerns and is able to demonstrate how effective they will be in protecting children's future safety and well-being. We are happy with the action taken by the setting and they remain registered with Ofsted.

Staff have a good understanding of the Early Years Foundation Stage. Children make good progress as they follow a targeted approach that caters to their individual needs. Risk assessments are in place that include daily checks on each area of the nursery and the garden. All staff undertake safeguarding training and are able to demonstrate a clear understanding of the procedures to follow if they have concerns about a child in their care. The staff team who works with the children are very dedicated and work well together. Staff are supported by an enthusiastic, senior management team which is committed to improving the nursery. All staff are appropriately vetted, qualifications checked and staff receive a comprehensive induction programme. Some training such as first aid, safeguarding and food hygiene is on a rolling programme. Regular staff appraisals highlight individual and nursery training needs and further training is actively encouraged. For example, three staff are currently completing an Early Years Foundation Degree.

Senior management recognises strengths and weaknesses and puts in place robust procedures to address issues and concerns and make improvements. For example, recommendations from the previous inspection have been addressed. Children have ample opportunities to develop and use their home language in their play and learning, have good access to non-fiction books and see and use number in their play. Children follow good hygiene practices as staff provide good role models.

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 the local authority advisers. Information relating to the nursery, children's learning and local community and wider world 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 opportunities they have to learn about the diverse society in which we live, 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**

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

Unique reference number	EY441759
Local authority	Buckinghamshire
Inspection number	966611
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	122
Number of children on roll	113
Name of provider	All About Children Ltd
Date of previous inspection	12/11/2012
Telephone number	01628778890

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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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