

# Plus Three Nurseries / Newell Green



Brownlow Hall, Newell Green, Warfield, BRACKNELL, Berkshire, RG42 6AB

<b>Inspection date</b>	19 January 2015
Previous inspection date	15 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children are happy and relaxed within this warm and welcoming nursery. They form strong attachments with staff, which helps them to settle quickly and enjoy their learning.
- Children's safety is effectively promoted through the implementation of good safeguarding and welfare procedures. Children are constantly supervised and cared for by suitable and skilled staff.
- Teaching is good because staff are secure in their knowledge of the Early Years Foundation Stage and fully understand how to promote children's learning. Throughout the nursery, staff have high expectations for children and support them well. As a result, all children make good progress.
- Effective partnerships with parents and other professionals contribute to ensuring children's individual learning and care needs are quickly identified and met. This helps children to make good progress based on their individual needs and starting points.
- Management are highly reflective and have a strong drive to continually improve practice. This has a positive impact on the learning outcomes of all children in the nursery.

### It is not yet outstanding because:

- At times staff interrupt children's play to encourage them to join whole group activities or routines, meaning children are not always able to finish what they are doing.
- Staff do not always make the most of resources and learning opportunities during outdoor play to build on children's curiosity and imaginations.

## What the setting needs to do to improve further

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

- extend children's opportunities for uninterrupted time to play explore and pursue their learning
- enhance children's learning outdoors by providing more resources that can be used in a variety of ways and more opportunities for children to explore, investigate, build and be imaginative.

### Inspection activities

- The inspector observed activities in the main base room, and the outdoor area.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled written observations, planning documentation and a selection of policies and children's records.
- The inspector held meetings with the company director, the manager and deputy manager of the nursery, and spoke with staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.

### Inspector

Anneliese Fox-Jones

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children enter a bright, and welcoming environment. Resources inside the nursery are well-organised enabling children to develop their independence and make choices with regard to their play. However, staff do not make the most of resources in the outdoor learning environment to mirror the stimulating indoor environment. Nonetheless, staff are enthusiastic and support very enjoyable play as they interact with the children. A broad range of activities and experiences are planned for the children. These experiences are based on the children's current interests and next steps in learning, identified through the ongoing observations. Staff extend children's communication and language skills by asking effective questions that encourage their language skills. Resources reflect positive images of the wider world, such as, books, pictures, dolls and play figures. Staff work alongside parents to complete the required progress check for two-year-old children and shares the written summary with them. Parents receive regular feedback, helping them to feel included in their child's learning. For example, they are invited to parents' meetings with their child's key person on a regular basis and can view their child's learning journal at any time.

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

Staff promote very positive relationships with children, which makes sure that children are settled in the nursery. Key persons liaise closely with parents to exchange detailed information about children's care needs and routines. Children are kept safe. All exterior doors are kept secure and effective risk assessments ensure that all areas and equipment are fit for use. Children also learn how to keep themselves safe. For example, they learn the importance of using equipment safely when cutting vegetables at snack time. Children know how to respond swiftly during a fire drill as these are regularly practised. Children behave very well. They receive consistent encouragement and praise from the staff throughout the day, which effectively builds their self-esteem. Children are emotionally prepared for the next stage in their learning and development. This is because the nursery offers effective support for them in their move onto school when the time comes. Strong partnerships with other professionals, and external agencies involved in a child's life, have a positive impact on their ongoing progress.

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

Children can freely engage in play and are motivated by the choices made available. However, there are times throughout the session when children's play is interrupted in favour of a whole group activity, such as snack time and outdoor play. Effective recruitment, induction and appraisal systems help to ensure that all staff are suitable and skilled in their roles. Parents speak highly of the support they receive from staff, especially in promoting their children's emotional well-being during the settling in period. The

nursery manager and staff understand the need to evaluate their practice. They are committed to raising standards in the nursery and are very receptive to making future improvements. Parents speak positively about the nursery. One parent states 'I recommend this nursery to many friends, as it is fantastic'.

## Setting details

<b>Unique reference number</b>	EY357469
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	835367
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Suzanne Michelle Butler
<b>Date of previous inspection</b>	15 February 2011
<b>Telephone number</b>	01344482671

Plus Three Nurseries at Newell Green is one of three nurseries privately owned by the Plus Three Group. It opened in 1997 and registered under the current management in 2007. The nursery is open each weekday from 9.30am to 1pm and incorporates a lunch club. On Wednesdays and Fridays, sessions are from 9.30am until 2.45pm. The nursery provides funding to provide early education for children aged two, three and four. The nursery employs four staff. The manager and two staff hold appropriate early years qualifications.

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