

# Little Red Hen Day Nurseries Ltd

Units 1-5 Grove Business Park, Waltham Road, White Waltham, Maidenhead, Berkshire, SL6 3LW



<b>Inspection date</b>	14 December 2016
Previous inspection date	22 October 2013

<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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Managers lead and organise the nursery effectively. They use self-evaluation effectively to implement well-considered improvements to raise the quality of the provision.
- Children form positive relationships with staff and are settled and secure. Staff value children as individuals. For example, children are encouraged to use other languages they speak, and cultural events are celebrated which reflect children's backgrounds.
- Staff have a clear understanding of how to support children's learning and development. They use observation and assessment effectively to plan children's next steps in learning.
- Children take part in a broad range of interesting activities that engage their curiosity and motivate their learning very well. They make good progress and develop a range of skills ready for the next stage of their learning.
- Managers understand the importance of partnerships with parents and other professionals to support children consistently. Parents receive effective information about their children and are encouraged to share information about their care and learning at home. This helps to provide continuity in meeting children's needs.

### It is not yet outstanding because:

- At times, staff do not make the most of opportunities to help younger children learn to do things for themselves, to extend their independence further.
- Sometimes, staff do not fully extend children's understanding about the importance of healthy eating and practices, to raise their awareness further.

## What the setting needs to do to improve further

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

- make the most of opportunities for younger children to learn to do things for themselves to extend their independence further
- extend children's understanding about healthy eating and practices to develop further their awareness about the importance of taking care of their bodies.

### Inspection activities

- The inspector observed children's play and activities and their interactions with staff.
- The inspector talked to staff and children at appropriate times during the inspection, and held a meeting with senior managers.
- The inspector carried out a joint observation of a children's activity with the co-deputy manager with responsibility for the curriculum, and discussed the learning that took place.
- The inspector gained the views of parents through discussion and written feedback.
- The inspector sampled paperwork, including evidence of staff qualifications and suitability, children's records, risk assessments and policies.

### Inspector

Sheena Bankier

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The provider implements rigorous recruitment procedures to check staff's suitability to work with children. Managers and staff regularly assess the premises for any risks or hazards. Staff understand their responsibility to safeguard children, including reporting any changes about their suitability to management. They know what to do if they have any concerns about children's welfare or other staff. Managers review and monitor children's progress to identify and address any gaps in learning or the provision. Staff make effective use of professional development opportunities and mentoring from senior staff to develop their knowledge and skills to benefit children's learning.

### Quality of teaching, learning and assessment is good

Staff extend children's play well to build on their learning. For example, staff count and sing songs that relate to toddlers' play with small world toys. Staff use their training effectively, such as to support children's communication and language skills. For example, they give children time to think and respond to questions, and introduce new words to widen children's vocabulary. Older children learn about letter sounds and match these with words. Babies explore and investigate with confidence, such as different textures. Children develop their physical skills well. For example, babies spend time in the garden and use a variety of equipment, such as push-along and sit-and-ride toys.

### Personal development, behaviour and welfare are good

Staff provide a warm, calm and caring environment for children. Children receive frequent praise, which helps to develop their confidence and self-esteem. They behave well and develop respect for others, such as using good manners and taking turns. Staff help children to cope with changes successfully. For example, when children start at the nursery, they gain detailed information about children's care and learning needs from parents. Key persons work closely together between different rooms to make sure children move easily from one to another. Children learn about themselves and the wider world. For example, during a self-portrait activity the older children found out about their similarities and differences. They learnt about safety and how to manage risks, such as handling the mirrors used during the activity carefully. All children learn about the local community, such as during walks to the nearby airfield and church.

### Outcomes for children are good

Children are well prepared for the next stage in their learning, including moving on to school. Older children develop good literacy skills, including learning to write their names and making their own books. Children develop their mathematical skills well. For example, while playing with dough, young children learnt to count and identify different sizes. Older children learn to be independent, such as serving their own food and drinks.

## Setting details

<b>Unique reference number</b>	EY398106
<b>Local authority</b>	Windsor & Maidenhead
<b>Inspection number</b>	1062307
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	65
<b>Number of children on roll</b>	79
<b>Name of registered person</b>	Little Red Hen Day Nurseries Ltd
<b>Registered person unique reference number</b>	RP529117
<b>Date of previous inspection</b>	22 October 2013
<b>Telephone number</b>	07948073118

Little Red Hen Day Nurseries Ltd registered in 2009 and operates from units within a business park set in the rural part of White Waltham, near Maidenhead, Berkshire. The nursery is open Monday to Friday from 8am to 6pm, with the option of a 7.30am start time by arrangement. The nursery is open for most of the year. The nursery employs 19 members of staff. Of these, 13 hold recognised early years qualifications at level 2 or above, including four with higher level qualifications at level 5 or above. The nursery also employs a number of support staff, such as a human resources manager, an administrator and a cook. The nursery receives funding to provide free early years education to children aged two, three and four years.

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