

# Maple Vue Nursery

Maple Vue Children's Centre, Belle Vue Road, Aldershot, Hampshire, GU12 4RZ



## Inspection date

15 August 2017

Previous inspection date

7 July 2014

| The quality and standards of the early years provision | This inspection:     | Good | 2 |
|--|----------------------|------|---|
|  | 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

- Staff create a calm, relaxed and friendly atmosphere. They form close and supportive relationships with children, which helps them to feel happy, safe and well cared for.
- Children develop a good understanding of diversity beyond their immediate family. For example, the environment is rich in positive cultural images and dual-language text, including books and role-play resources.
- Management and staff use self-evaluation effectively to reflect on and help continue to drive improvements. They listen to the views of parents and children. For example, they recently enhanced the garden to create a well-resourced, exciting space where children want to play and learn.
- Staff have good working relationships with other professionals involved in children's care. This practice helps staff to put appropriate support in place for children who need it. All children, including those who have special educational needs, make good progress from their starting points.

### It is not yet outstanding because:

- Occasionally, staff miss opportunities to challenge children's thinking and extend their learning as fully as possible.
- Systems for monitoring the progress that different groups of children make have not been fully implemented, to help swiftly identify any emerging gaps in children's learning even more precisely.

## 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 to challenge children's thinking, to encourage them to fully explore their own ideas and extend their learning even further
- build on the tracking of children's progress to provide a sharper focus on how well different groups of children achieve, to help identify any emerging gaps in their learning more swiftly.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and they discussed their findings.
- The inspector discussed planning and children's progress with the key persons and manager. She discussed staff suitability, qualifications and the nursery's action plan with the manager.
- The inspector spoke to staff about their knowledge of child protection and the procedures they follow to keep children safe.
- The inspector spent time with parents and children and took account of their views.

### Inspector

Nina Lambkin

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff know the possible signs of abuse, and when and where to refer any concerns they may have about a child in their care. The provider has established robust recruitment procedures to help ensure that all staff are suitable to work with children. Staff performance is monitored through individual support meetings and targeted training. Staff make good use of additional funding they receive for children. They accurately identify the best ways to target funding to help make a positive difference in children's lives. The manager monitors the impact the funding has on children's well-being, as well as to help close any gaps in their development.

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

Staff make regular observations and assessments, and they plan well for children's next steps in learning. These are regularly shared with parents and with any other settings that children attend. This helps to promote continuity in children's learning. Staff support children to learn and care about the world around them. For example, children carefully look after the nursery's land snails and rabbits, feeding them leftover snack items, such as cucumber. All children are encouraged to develop early literacy skills. For instance, they have free access to a variety of mark-making resources and excitedly show off their early writing attempts to staff. Staff involve themselves in children's play and activities, such as when making 'superhero' masks. Staff talk to children about what they are doing, giving lots of praise and encouragement. This helps develop children's confidence to try new experiences and to persist at their chosen activity.

### Personal development, behaviour and welfare are good

Children become independent from an early age. Staff teach them how to tidy away their resources and do things for themselves, such as spreading marmite on toast at snack time. Children have lots of fun in the pre-school room. For instance, they enjoy experiencing sensory activities, such as using shaving foam which they mix with paint to explore how colours change. Young children and babies are encouraged to test their physical skills. For instance, babies are given time to stretch on the floor, while young children practise riding small tricycles in the garden. Children are confident and behave well. They talk freely with staff and follow their good example to treat others with respect.

### Outcomes for children are good

Older children enjoy leading their own play experiences. They play cooperatively together and confidently communicate their needs, ideas and views. For example, they use their imagination well during role-play experiences. Young children learn about early technology, such as when they press buttons in books, enjoying the different sounds they make. All children make good progress from when they first start at the setting. The move between rooms is handled slowly and sensitively. Children are emotionally ready for their move through the nursery and eventual move to school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY430816  |
| <b>Local authority</b>                           | Hampshire   |
| <b>Inspection number</b>                         | 1071423   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 0 - 8   |
| <b>Total number of places</b>                    | 52  |
| <b>Number of children on roll</b>                | 148   |
| <b>Name of registered person</b>                 | Children's Links  |
| <b>Registered person unique reference number</b> | RP526397  |
| <b>Date of previous inspection</b>               | 7 July 2014   |
| <b>Telephone number</b>                          | 01252 343772  |

Maple Vue Nursery registered in 2011. It is located in Aldershot, Hampshire. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. There are 17 members of staff, of whom 15 hold appropriate early years qualifications at level 3 or above. The provider receives funding for the provision of free early education to children aged two, three and four years.

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