

Natures Nursery (Ascot)

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



Inspection date

3 January 2018

Previous inspection date

7 August 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

- The leadership team's drive to raise achievements for children is evident in its thorough approach to self-evaluation and improvement. For instance, new initiatives are carefully planned, monitored thoroughly and applied professionally by all staff. Managers are clearly accountable for any additional funding they receive.
- Staff are particularly skilled in teaching children how to keep themselves safe as they explore outdoors and learn about the world around them. For instance, children attending the pre-school and holiday clubs learn to saw wood and make fires. They learn how to behave responsibly with equipment and to protect each other.
- Staff create stunning and dynamic play environments. Children are quickly captivated by new possibilities for learning. Fully absorbed, they have time to investigate, create and develop imaginative games together and independently.
- Children develop self-confidence and a willingness to try new activities and explore new ideas. They listen attentively, learn to respect rules and work cooperatively.

It is not yet outstanding because:

- Staff do not consistently use opportunities that arise to build on children's enthusiasm for activities and extend their mathematical skills.
- Staff do not consistently use their professional curiosity and knowledge precisely enough to identify why some children are not following typical rates of development or how they can help children make more-rapid progress.

What the setting needs to do to improve further

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

- make better use of opportunities that arise to develop children's mathematical skills and understanding even further
- identify further strategies to support early, accurate identification of specific special educational needs (SEN) and help children make the most rapid progress possible.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and during outdoor play.
- The inspector read written comments from parents about their views of the nursery and their children's progress.
- The inspector looked at children's records, and discussed staff planning and evaluation of activities and how they exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the operations director.
- The inspector observed care routines and completed a joint observation with the operations director. Together they discussed how staff training had contributed to children's learning and development.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers use a broad range of training, coaching and meetings to help ensure that all staff know how to recognise and respond appropriately to any child protection concerns. They check and manage the ongoing suitability of new and established staff to carry out their responsibilities to a high standard. This includes all staff holding current certificates in paediatric first aid. Managers carefully review any accidents or injuries that occur on the premises and improve risk assessments of specific areas and activities. They check that all staff follow procedures to minimise the likelihood of children coming to any harm. For example, staff diligently supervise children as they play in the hay barn, care for animals and learn woodland skills. Managers promptly inform the appropriate authorities of any significant events, disqualifications or changes.

Quality of teaching, learning and assessment is good

Staff are well qualified and managers continue to promote a strong ethos of continued professional development across the nursery. For example, staff training and effective partnership working with Reception class teachers underpin new initiatives in developing children's early literacy skills. Staff keep parents well informed about such initiatives. They offer many ways for parents to work in partnership with them, such as reviewing children's progress together and agreeing next steps in their learning. New systems for observation and assessment help staff to target individual children's interests and learning more precisely. For example, some children practise using different tools to create different star shapes, while others choose to act out the movement of the solar system as they play outdoors. Children display a huge enthusiasm for their learning.

Personal development, behaviour and welfare are good

Staff teams create very happy, thought-provoking and nurturing environments for children in each age group. They work closely with parents and each other to help ensure that babies and young children feel secure and settle quickly into new rooms. Children of all ages sleep in comfort at times to meet their own needs. They enjoy nutritious meals carefully adapted and prepared to meet individual children's dietary needs and preferences. Staff make extensive use of the rich, diverse and exciting play areas inside and outside. Children are curious to explore, keen to communicate and work well together.

Outcomes for children are good

All children make good progress and are well prepared for the next stage in their learning, including school. For example, babies quickly learn words for fish, rabbits and hens as they regularly visit and talk about them with staff. Toddlers learning English as an additional language hear and communicate in both languages. Children gain a good understanding of life cycles and decay. For example, they cook with eggs they have collected; they plant, harvest and enjoy fresh vegetables; and learn to care for their woodland and wildlife areas. Children learn to respect each other and their environment.

Setting details

Unique reference number	EY404137
Local authority	Windsor & Maidenhead
Inspection number	1071228
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	114
Number of children on roll	82
Name of registered person	Nature's Nursery (Ascot) Limited
Registered person unique reference number	RP528072
Date of previous inspection	7 August 2014
Telephone number	01344 625070

Nature's Nursery (Ascot) registered in 2010 and is open from 8am to 6pm on Monday to Friday, all year round, except for bank holidays and Christmas. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are 20 members of staff working directly with the children, 15 of whom hold appropriate early years qualifications at level 3 or above. One member of staff holds early year teacher status, another holds an honours degree in education, and a third holds an honours degree in music. The nursery also employs an administrator, a chef, a housekeeper and several visiting specialist teachers.

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