

Joyce Vakharia Nursery School

Spiritualist Church, York Road, Maidenhead, Berkshire, SL6 1SF



Inspection date	17 January 2018
Previous inspection date	13 October 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider does not focus fully on performance management or provide coaching to help staff acquire the knowledge and skills to fulfil their roles effectively.
- The quality of teaching is inconsistent. Staff do not plan all activities well enough to take account of every child's individual learning needs.
- Staff do not use information from observations and assessments well enough to plan for the next steps in children's development.
- The monitoring of staff practice is not robust enough to raise the quality of teaching to higher levels.
- The provider does not ensure that self-evaluation is robust and that she takes prompt action to address key weaknesses in the provision.

It has the following strengths

- Children develop good independence skills. They make choices while they play and learn. Children have a positive sense of belonging and freely explore their surroundings.
- The provider maintains good communication with parents. Staff encourage parents to continue with their children's learning at home. They work well together to promote children's behaviour and care.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ strengthen performance management and provide relevant coaching and supervision meetings for staff to enable them to fulfil their roles effectively	22/01/2018
■ plan and provide suitable learning experiences that meet the individual needs of all children	22/01/2018
■ use information from observations and assessments to plan for children's next steps in development and their individual learning.	22/01/2018

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

- improve monitoring systems and raise the quality of teaching to higher levels
- strengthen the self-evaluation process and take prompt action to address key weaknesses in the provision.

Inspection activities

- The inspector looked at a selection of documents required for the smooth running of the pre-school.
- The inspector observed the quality of teaching indoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the provider who is also the manager of the pre-school.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke with parents and read written feedback from other parents, and took account of their views.

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff understand their responsibility to keep children safe from harm. They know the procedures to follow should they have concerns about children in their care. The provider works closely with her staff and they have regular meetings to discuss the running of the setting. However, she does not hold supervision meetings with individual staff members to identify specific areas for improvement in their practice. Although they discuss children's development, the provider does not guide staff well enough to ensure children receive tailored support so that any gaps in learning close rapidly. The provider has appropriately addressed the recommendation from the last inspection. However, self-evaluation is not rigorous enough and does not include key weaknesses that affect the quality of the provision. The provider and staff have established strong relationships with parents. Parents comment favourably on the welcoming environment in which their children receive care.

Quality of teaching, learning and assessment requires improvement

Staff do not adapt their teaching well enough according to children's stage of development. Although they allow sufficient time for children to complete their work, staff constantly give directions. They do not provide enough opportunities for children to be creative and to express their individuality. That said, staff work with children's interests to promote enjoyment in the activities provided. Staff join in with children's play and interact positively. Staff do not consistently use information from observations to accurately identify the next steps in children's learning. They do not tailor these effectively enough to advance all children's progress equally well. Staff give praise and help children to maintain their concentration.

Personal development, behaviour and welfare require improvement

Key weaknesses in the leadership and management mean that children do not always receive the best support for their personal development. Most children are confident and they form strong relationships with staff. Children develop appropriate independence skills and a sense of belonging. They take responsibility for small tasks at snack time and enjoy their role as helper for the day. Children are learning about healthy options and staff give encouragement for them to try a selection of fruit. They choose from drinks of milk or water and pour their selection with help from the staff. Children use good manners and copy the polite interaction of staff who treat them with respect.

Outcomes for children require improvement

On the whole, children make some progress in their development and gain skills for their learning at school. Children count while they play and they are beginning to recognise letters in their names. Children are developing social skills, such as sharing, and they make choices during learning and play activities.

Setting details

Unique reference number	108390
Local authority	Windsor & Maidenhead
Inspection number	1070091
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	8
Name of registered person	Mary Joyce Lee
Registered person unique reference number	RP511934
Date of previous inspection	13 October 2014
Telephone number	07960 290082

Joyce Vakharia Nursery School registered in 1973. It operates from the Spiritualist Church in Maidenhead, Berkshire. The nursery is open each weekday from 9.15am to 12.15pm during term time only. The nursery offers funded early education for two-, three- and four-year old children. The nursery employs three staff, all of whom hold an appropriate early years qualification at level 3.

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.

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