

Windsor Pre-School & Day Nursery

240 St Leonards Road, Windsor, Berkshire SL4 3DX



Inspection date

7 August 2018

Previous inspection date

10 December 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

The provision is outstanding

- The provider's robust policies and procedures significantly guide staff practice in effectively supporting children's health, safety and well-being.
- The manager is extremely dedicated to her role. She is highly successful in maintaining an exceptionally strong commitment from her enthusiastic and highly driven staff.
- The inspiring staff are particularly passionate about continually improving their skills. For example, staff acknowledge purposeful training for working with two-year-old children. This has consolidated and enhanced their knowledge for how they plan the learning environment and support younger children's emotional well-being, to help them communicate their feelings and make choices.
- The competent staff have an excellent knowledge of children's individual needs. They use comprehensive practice to ensure they have an accurate assessment of children's starting points. The exceptional manager is highly focused in motivating her staff through outstanding professional development and support, resulting in extremely high levels of teaching overall.
- The enthusiastic staff offer extremely interesting and challenging experiences to broaden children's learning. For example, they successfully extend children's interest in popular books with activities that include acting out the characters in the story. They use language and description to develop children's literacy awareness, and baking activities that reflect what the characters eat.
- Children thrive at the nursery. They have excellent attention spans and their behaviour is exemplary. Children have very warm relationships with staff. Older children show extremely good levels of respect to their friends, for example, working in small groups and listening intently as others speak. All children make rapid progress in relation to their starting points.

What the setting needs to do to improve further

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

- extend and continue to adapt ideas to enhance older children's emerging writing skills even further.

Inspection activities

- The inspector observed staff interacting with children during well-planned activities.
- The inspector spoke with children, parents and staff.
- The inspector completed joint observations of two activities with the manager. They discussed how staff plan for children's learning and how this learning is monitored.
- The inspector met with the manager and the provider's senior team. They discussed how staff are supported in updating their skills and knowledge, and how staff evaluate the quality of the provision.
- The inspector sampled the provider's documentation and children's records.

Inspector
Aileen FINAN

Inspection findings

Effectiveness of leadership and management is outstanding

The provider has comprehensive systems for the recruitment and training of staff. The highly motivated staff state that the support from their inspirational managers enables them to be exceptionally confident. For example, they acknowledge how they have embedded practice to build relationships with children and parents, and how they risk assess the learning environment. Safeguarding is effective. All staff have an excellent understanding of all procedures to follow to protect children. Staff are extremely confident to evaluate their practice and are highly receptive to the views of parents. Partnerships with parents are extremely positive. Parents passionately comment on how purposeful feedback, ideas for home learning and extremely dedicated staff thoroughly support their children's needs. Partnerships with others are well established and children receive timely early intervention when needed.

Quality of teaching, learning and assessment is outstanding

The inspiring and confident staff offer a wealth of opportunities for children and plan the environment meticulously. They extend children's learning well. For example, they encourage children's independent problem solving to work out why dough is 'sticky' and how to resolve this. Staff enthusiastically encourage children's language development during daily phonics sessions. Children are very receptive in learning how to write the letters in their name and many are extremely eager to copy text in the environment. However, staff acknowledge that they can create even more opportunities to extend children's literacy awareness. Planning for children's learning is exceptionally accurate and makes a positive impact on the progress children make. Highly successful strategies, such as home-learning packs, engage parents to extend children's learning at home.

Personal development, behaviour and welfare are outstanding

Staff have excellent relationships with the children for whom they care. They confidently strengthen the ways in which children learn to respect each other. For example, they use puppets, books and mirrors to help children identify emotions and expressions, and understand those of others too. Staff are extremely mindful about children's well-being. They plan highly effective activities to encourage children's physical health and their awareness of healthy eating. Staff offer highly interesting and challenging outdoor experiences regularly but are also efficient in their risk assessments for staying out of the sun during extremely hot weather.

Outcomes for children are outstanding

All children make great strides in their learning. They develop a vast range of skills that supports their readiness for future learning. Babies demonstrate curiosity and enhance their coordination skills, for example, during sensory play with ice and paint. Older children are extremely interested when making dough. For example, they concentrate extremely well on reading and following the recipe. They extend mathematical reasoning by independently working out measurements, such as 50 millilitres. Younger children are very keen to listen to stories and are highly motivated to participate when talking about the character's 'purple prickles' and remembering the 'wart on his nose'. They eagerly recall new phrases, such as 'scampers like a fox'.

Setting details

Unique reference number	EY449586
Local authority	Windsor and Maidenhead
Inspection number	10057634
Type of provision	Full day care
Registers	Early Years Register
Day care type	
Age range of children	0 - 5
Total number of places	80
Number of children on roll	104
Name of registered person	Asquith Nurseries Limited
Registered person unique reference number	RP900811
Date of previous inspection	10 December 2012
Telephone number	01753 833922

Windsor Pre-School & Day Nursery registered in 2012. The nursery operates from a purpose-built detached building in Windsor, Berkshire. It is open Monday to Friday from 7am to 7pm, for 51 weeks of the year. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. There are 21 members of staff working directly with children, and almost all hold appropriate childcare qualifications.

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