

# Ascot Nursery School

1 Arundel Cottage, High Street, Ascot, Berkshire SL5 7JJ



<b>Inspection date</b>	15 October 2018
Previous inspection date	26 April 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
Effectiveness of 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

### The provision requires improvement. It is not yet good because:

- The quality of teaching varies. Staff do not use the information they have gained from children's assessments to help challenge and extend individual or groups of children's learning effectively. Not all children make as much progress as possible.
- Staff do not always obtain detailed information about children's abilities from parents when children first start, to help them plan for children's learning fully from the start.
- Deployment of staff is not fully effective, and staff are not always able to focus on ensuring that children are appropriately engaged. At these times some children become restless and unsettled.
- Staff's professional development is not yet robustly focused on minimising inconsistencies in the quality of teaching to help raise the quality and consistency of children's learning experiences.

### It has the following strengths

- Children form close relationships with their key person which helps them settle quickly and supports their emotional well-being effectively.
- The manager and staff take positive steps to help keep children safe. The new system for times of arrival and departure of children helps ensure children are safe and secure.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
Ensure staff use the information gained from assessments to help prioritise, challenge and extend individual and groups of children's learning.	10/12/2018

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

- obtain detailed information from parents when children first start about children's skills and abilities, to help plan effectively for children from the outset
- improve the deployment of staff working with children during activities to help all children remain appropriately engaged
- ensure staff teaching is monitored effectively to help raise the quality of teaching, so that all children make the best possible progress.

### Inspection activities

- The inspector toured the premises and observed the children taking part in activities and evaluated the impact on their learning.
- The inspector sampled a range of documentation, including records of children's learning and staff suitability checks.
- The inspector spoke with staff at convenient times during the inspection.
- The inspector carried out a joint observation with the manager.

### Inspector

Claire Boparai

## Inspection findings

### Effectiveness of leadership and management requires improvement

The arrangements for safeguarding are effective. Staff understand the procedures to follow if they have a concern about a child's welfare which helps to ensure their safety. The manager has worked hard to address the actions raised at the last inspection. For example, staff have attended training, such as safeguarding and paediatric first aid. This has a positive impact on keeping children safe and healthy. The manager is steadily developing reflective practice and keen to drive up quality for example, she has supported staff to attend recent training to support children's language development. However, this reflective practice does not always identify a variety of opportunities to raise the quality and consistency of children's learning experiences.

### Quality of teaching, learning and assessment requires improvement

The quality of teaching is inconsistent and new systems for the supervision of staff are not yet embedded into practice to help raise the quality and consistency of children's learning experiences. Although staff interact with children in a positive manner and provide activities that follow children's interests, they do not use the information gathered effectively from assessments to help prioritise individual and groups of children's learning. Overall, staff show enthusiasm when playing with children. They provide children with opportunities to be physically active, and children enjoy spending time outside. For example, they show excitement as they look for snails outside with staff. Sometimes, staff miss opportunities to extend and challenge children's learning. For example, although staff help children talk about numbers as they enjoy constructing with bricks, they miss opportunities to teach children about shape and size to help challenge their further learning.

### Personal development, behaviour and welfare require improvement

Staff share regular information about children's care and develop trusting relationships with parents and carers. However, they do not gain clear information from parents about children's abilities on entry to help them plan effectively from the outset. Staff help children learn to respect the environment. For example, children know to help tidy away the toys after using them. Children enjoy looking at books on their own or sharing one with a member of staff. They listen carefully to familiar stories and join with phrases, helping to support their early literacy skills. However, weaknesses in the deployment of staff result in children sitting for a long time waiting for some activities to start. At these times, children become restless although, overall, children behave well in the pre-school.

### Outcomes for children require improvement

Children, generally, demonstrate progress that is typical for their age. However, inconsistencies in teaching mean that not all children make the best possible progress. Children gain confidence in their abilities and enjoy using their imaginations. For example, as they create different food with play dough some using rollers for the first time. Children demonstrate some of the key skills that prepare them for their future learning. For example, they take turns and begin to form friendships.

## Setting details

<b>Unique reference number</b>	108379
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10077360
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Evitt, Patricia Elizabeth
<b>Registered person unique reference number</b>	RP511938
<b>Date of previous inspection</b>	26 April 2018
<b>Telephone number</b>	01344 878431 01344 625539

Ascot Nursery School registered in 1972. It is situated in Ascot, Berkshire. The nursery is open five days a week during term time, from 9am to 12.30pm on Monday to Friday, and from 1pm to 4.30pm on Monday, Tuesday and Thursday. A lunch club operates from 12.30pm until 1pm on Monday, Tuesday and Thursday, which allows some children to stay all day. A holiday club is held from 9am to 4pm on Tuesday and Thursday during some school holidays. The nursery school is in receipt of funding for the provision of free early education to children aged two, three and four years. There are six members of staff, one of whom has an early years degree and five hold qualifications to level 3.

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