

# Joyce Vakharia Nursery School



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

<b>Inspection date</b>	4 December 2018
Previous inspection date	17 January 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
Effectiveness of 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

- Children arrive confidently to this inviting pre-school. Staff greet children warmly and find out information from parents about children's interests and experiences at home. This helps them to plan activities that motivate children to learn.
- Children make good progress given their starting capabilities and interests. Staff monitor children's progress well and effectively identify areas where they need extra support, to help narrow any gaps in children's individual learning and development.
- Managers evaluate the provision well. They consider the views of the local authority early years coordinator, staff, parents and children to help continually improve the pre-school. For example, they have strengthened strategies to help children settle into pre-school which helps to support children's emotional well-being.
- Methods of tracking groups of children's progress are not used well, to help raise outcomes for children to the highest level.
- Staff do not consistently provide children with opportunities to complete tasks independently, to help better prepare them for their next stage of learning.
- At times, group activities are not organised as well as possible to take account of the differing ages and abilities of children, and some younger children are less engaged.

## What the setting needs to do to improve further

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

- develop the methods used to track the detail of groups of children's learning further, to help enhance the ongoing individual assessments of children
- make the most of opportunities for children to complete tasks independently, to help better prepare them for their next stage of learning
- review group activities to make sure that these are well suited to all children who take part.

### Inspection activities

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

### Inspector

Claire Boparai

## Inspection findings

### Effectiveness of leadership and management is good

Staff are vigilant in their supervision of children. They use daily checks and thorough risk assessments of the premises, indoors and outdoors, to ensure all areas that children access are safe and secure. Managers support staff well. For example, they meet with them frequently and discuss their individual practice. This helps to extend staff's skills to benefit children further, such as completing training to support children with their mathematical skills. The managers and staff all confidently know how to identify and report potential concerns about children's welfare. They complete ongoing courses, which helps them to keep up to date with relevant contact details for professionals so they can report any concerns quickly. Safeguarding is effective. The team has made positive improvements since the last inspection, such as planning suitable learning experiences that meet the individual needs of children more effectively.

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

Good arrangements are in place to observe and assess where individual children are in their learning. Information gathered is used well, overall, to provide activities that challenge children. Children follow instructions and demonstrate good listening skills. Staff give children directions when they hold dough in their hands. They ask them to move the dough around to make different-sized shapes and compare the sizes, helping their emerging mathematical skills. Children are supported to develop their physical skills well. For example, staff teach children how to hold pens using the correct grip and develop confidence using equipment, such as scissors.

### Personal development, behaviour and welfare are good

Staff are good role models. They provide children with positive examples of how to interact with others, such as listening and sharing. Children use these examples effectively and, overall, behave well. Staff understand the children in their care well. This helps children to settle quickly. Children show that they feel safe and talk confidently to visitors about what they are doing. Staff continue to work in partnership with parents and other settings children attend, to help establish important information about children's ongoing care needs. Children play happily with their peer group and enjoy activities they embark upon together. For example, they develop their social skills as they pretend to be at the hairdressers and ask each other how they would like their hair styled.

### Outcomes for children are good

Overall, children are confident, motivated learners who make good progress in their learning. Children build very early reading and writing skills, such as sounding out letters and using a range of equipment to make marks and express their ideas. Children show perseverance as they complete puzzles and twist and turn the pieces until they fit successfully. Children enjoy listening to stories. They choose books to read and handle them with care. Children prepare well for their next stages in learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	108390
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10080451
<b>Type of provision</b>	Sessional 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>	24
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	Lee, Mary Joyce
<b>Registered person unique reference number</b>	RP511934
<b>Date of previous inspection</b>	17 January 2018
<b>Telephone number</b>	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.

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