

# Foxley Nursery School

Manor Drive, Shurlock Row, Reading, Berkshire RG10 0PX



## Inspection date

28 June 2019

Previous inspection date

4 October 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Inadequate</b> Good	<b>4</b> 2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The key-person system is not effective. Leaders do not share all information on children's welfare and development needs swiftly enough, to ensure key persons plan effectively and tailor support to close gaps in learning quickly. This has a significant impact on the progress children make, in particular those children who require additional support.
- The quality of teaching is too inconsistent. Not all staff extend children's thinking or motivate and challenge them as they play. They do not share information on children's development needs, to ensure consistency in their learning. For example, staff supervise children indoors while their key children engage in play outside for long periods of the day.
- Supervision procedures and monitoring of staff practice are ineffective. Leaders do not monitor and support all staff effectively, to raise the quality of practice and teaching to a good level.
- Although staff have established working relationships with parents, there are inconsistencies in information sharing, such as seeking details on other settings children also attend, and keeping parents involved in and informed about children's development.
- On occasions, staff are less effective in helping children understand how to keep themselves safe.
- Staff do not make the most of opportunities to ensure children can recognise and use the languages they hear at home, to support their learning further.
- The systems for self-evaluation are not sufficiently robust to ensure improvement is consistently sustained.

### It has the following strengths

- Staff encourage children to share, take turns and use good manners.
- Children enjoy healthy snacks. They practise their physical skills outside and gain confidence using climbing equipment.

## 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
improve the key-person system to ensure all staff have an accurate awareness of children's care and development needs, plan highly effectively and consistently provide children with the right level of support and challenge, to close gaps in learning swiftly	22/07/2019
ensure effective arrangements are in place for the monitoring and supervision of staff to identify and act on weaknesses in practice, to improve the quality of teaching and learning	22/07/2019
develop further strategies to ensure there is a consistent and meaningful two-way flow of information sharing with all parents about their child's learning and development	22/07/2019
develop effective strategies to make sure staff gather information from parents on other settings their children also attend, to ensure consistency in children's learning	22/07/2019
ensure Ofsted are notified of significant events as required.	22/07/2019

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

- extend the opportunities available for children to see and use their home languages, to support their learning further
- use all opportunities to build on children's understanding of how to keep themselves safe
- make more effective use of self-evaluation to address areas of weakness swiftly and with more accuracy, to improve outcomes for children.

### Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the provider.
- The inspector held discussions with the providers, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

**Inspector**

Jane Franks

## Inspection findings

### Effectiveness of leadership and management is inadequate

Leaders have failed to meet all the legal requirements of their role. For example, they have failed to notified Ofsted of significant events, such as serious accidents involving children. Leaders do not identify weaknesses in staff practice quickly and accurately, to offer feedback and specific training and mentoring. This means that the quality of teaching and children's progress are not developing swiftly enough. Leaders ensure that adult-to-child ratios are met and that there are sufficient staff to supervise children indoors and outdoors, including when managing the personal care needs of children. They review any complaints made and address all concerns raised. Safeguarding is effective. Staff are alert to possible signs that children may be at risk of harm. They know what to do if they have concerns about the welfare of a child or the behaviour of a colleague. Although self-evaluation is not effective in supporting consistently good outcomes, leaders have made some positive changes to the nursery. For example, staff have enhanced learning experiences outdoors, to help build on the early writing skills of boys.

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

The key-person system does not effectively support children with their learning. Although assessments of children's learning are routinely taking place, leaders do not effectively share all information gained, for example from parents with staff, to ensure staff have a clear understanding of children's development needs. As a result, where there are identified delays in children's learning, targeted support for them is not implemented at the earliest opportunity. This means they do not catch up with their peers at a quick enough rate. Staff engage in discussion with children overall. However, they do not extend and build on children's learning as they play. For example, staff repeatedly ask children which car they think will go the fastest and do not follow this through to extend learning further. That said, children enjoy exploring the properties of ice. They are developing their awareness of how to use tools for a variety of purposes. Children use their imagination well and develop their own ways of doing things, such as building obstacle courses in the garden.

### Personal development, behaviour and welfare are inadequate

The weaknesses in the key-person system have a significant impact on children's well-being. For example, staff do not share information with each other effectively about important changes that affect children's daily lives. As a result, children do not always get the support they need while they are attending. At times during the day, the inspector observed some children wandering around the nursery with very little encouragement from staff to engage them in activities of interest. Partnerships with parents are not always successful. For example, not all staff share clear and meaningful information on children's progress. Staff do not successfully gather details on other settings children also attend or engage all parents and encourage them to share information on their child's abilities at home. This impacts on children's care and learning. Staff encourage children to adopt good hygiene routines, such as washing their hands. However, they do not always encourage children to think about their own personal safety, for example to wear sun hats in hot weather. Staff encourage children to

value the cultural traditions of their peers. However, they do fully support children to use their home languages in their play, to extend their learning further.

### **Outcomes for children are inadequate**

The progress some children make is not good enough, particularly children with identified additional needs or delays in their learning. Nonetheless, all children acquire some of the basic skills they will need for their future learning. Children are curious about the world. Older children learn to write their name and all children enjoy painting activities. They develop positive friendships with each other and behave well.

## Setting details

<b>Unique reference number</b>	EY224734
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10113854
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Mr Russell Trayling & Mrs Sharon Trayling Partnership
<b>Registered person unique reference number</b>	RP520429
<b>Date of previous inspection</b>	4 October 2017
<b>Telephone number</b>	01189343578

Foxley Nursery School registered with its current owners in 2002. It is situated in Shurlock Row, in the Royal Borough of Windsor and Maidenhead. The nursery is open Monday to Friday between 8.45am and 3.45pm, during term time only. There are five qualified members of staff and one apprentice working with the children. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

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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