

Edith Rose Nurseries Ltd Windsor



Edith Rose Day Nursery, St. Stephens Hall, Oxford Road, WINDSOR,
Berkshire SL4 5DX

Inspection date	19 August 2019
Previous inspection date	21 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 develop good bonds with the staff, who support their emotional well-being effectively. Staff are kind, caring and attentive to children's care needs.
- Staff are good role models of acceptable behaviour and provide clear, consistent expectations of children's conduct. Children learn to share, take turns and respect each other's feelings. They play cooperatively together and behave well.
- Partnerships with parents are strong. Staff keep parents fully up to date with their children's development. They provide regular summaries of children's overall progress and give parents helpful ideas on how they can support learning further at home.
- Staff provide good opportunities to support children to develop their early writing skills. For example, they promote independent early mark-making opportunities and encourage children to record their thoughts and ideas during play.
- Older children gain the skills they need for the future, including school. For example, they show confidence in speaking and listening, such as when they share their experiences with their friends and talk about people who are familiar to them.
- The manager does not ensure that staff are always organised effectively throughout the session. Subsequently, children are not consistently supported and challenged to help them to progress to the highest possible level.
- The arrangements for the performance management and support of staff are not strong enough, to clearly identify how staff members can raise the quality of their teaching practice to the highest level.

What the setting needs to do to improve further

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

- review the organisation of staff, to ensure children are provided with consistent support and challenged to the highest level
- provide more-effective supervision, support and coaching for staff to improve the overall quality of teaching.

Inspection activities

- The inspector observed the interactions between staff and the children and considered the impact on their learning.
- The inspector spoke to parents and took account of their views.
- The inspector asked the staff questions throughout the inspection to establish their understanding of how to safeguard children, and how they monitor children's learning and development.
- The inspector sampled documentation, including staff qualifications, children's records and evidence of paediatric first-aid training.
- The inspector completed a joint observation of an activity with the manager and discussed self-evaluation with her.

Inspector

Ingrid Howell

Inspection findings

Effectiveness of leadership and management is good

Leaders use self-evaluation effectively to review the practice, set targets and maintain the good provision. The manager monitors children's progress effectively. This helps her to identify children who may need additional support and provide guidance to staff on how to help children to catch up. She has established effective links with the schools children will attend and shares records of children's learning and care needs. This helps to provide children with consistency in their care and contributes towards a smooth move to school. The arrangements for safeguarding are effective. All staff complete child protection training and their knowledge is regularly tested through on-the-spot questioning. They have a good understanding of what to do if they are concerned about the well-being of a child. Safe recruitment and vetting procedures are followed and there is a thorough induction programme. This helps to ensure staff are suitable for their roles.

Quality of teaching, learning and assessment is good

Staff make clear baseline and ongoing assessments of children's progress, to help them to identify next steps in their learning. Children benefit from a good variety of resources and make independent choices in their play. Older children show good levels of imagination as they explore with mud and water and pretend to prepare meals. They use mathematical language, such as counting how many jugs of mud they add to the water and comment when things become heavier and lighter. Staff working with babies are skilled in helping them to gain good communication and language skills. For instance, they read stories, sing songs, provide a commentary and introduce new vocabulary. Babies listen with interest and respond to these positive interactions, such as repeating and following the actions to their favourite songs and rhymes.

Personal development, behaviour and welfare are good

Staff provide children with a good range of activities to promote their health and well-being. For example, children make healthy food choices and enjoy lots of fresh air and exercise, including playing in the outdoor areas and during walks around the local community. Hygiene practices are well established. Children know when it is appropriate to wash their hands, such as before eating or after using the toilet. Older children confidently get themselves ready for outdoor play and complete personal care routines independently. Staff celebrate children's individual achievements well. They provide them with regular and meaningful praise and encourage them to persevere when faced with challenges. Children show pleasure in their own achievements and are determined to complete difficult tasks.

Outcomes for children are good

All children make good progress from their starting points. They acquire good mathematical skills and confidently count, identify numbers and compare weight and size. They demonstrate good physical skills as they negotiate space and manoeuvre around obstacles in the garden. Older children recognise and write their names, and show high levels of imagination as they act out familiar scenarios during play.

Setting details

Unique reference number	EY413207
Local authority	Windsor and Maidenhead
Inspection number	10108760
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	24
Number of children on roll	24
Name of registered person	Edith Rose Nurseries Ltd
Registered person unique reference number	RP529929
Date of previous inspection	21 May 2015
Telephone number	01753 833 766

Edith Rose Nurseries Ltd Windsor registered in 2010. It is situated in St Stephens Hall in Windsor, Berkshire. The nursery opens five days a week, for 51 weeks of the year. Sessions are from 8am until 6.30pm. There are eight members of staff. Of these, two have relevant childcare qualifications at level 5, four at level 3 and two at level 2. The nursery receives funding to provide free early education for children aged three and four years.

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