

# Little Roos Day Nursery

Lake End Road, Taplow, Berkshire SL6 0QH



<b>Inspection date</b>	14 August 2019
Previous inspection date	8 January 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Managers offer appropriate professional development to improve the skills of staff and help children make good progress. For example, following training, staff have a secure knowledge of how to teach letters and sounds. Children confidently write using letter shapes and identify rhyming patterns.
- Staff provide a range of enjoyable activities for children to be active and gain fresh air. This is demonstrated when children enjoy taking part in nursery aerobics. Children smile as they dance and move to their favourite music. Staff help children to understand the affect of exercise on their bodies and this helps to promote children's good health.
- Staff develop positive partnerships with parents. This is demonstrated when they communicate with parents each day and also hold parents' evenings to enable more-detailed conversations about children's care and learning.
- Staff build strong links with professionals, for example health visitors. This helps to promote a joint approach to supporting families through change, such as when children first start at nursery.
- At times, staff do not consistently ensure that all children have the opportunity to participate fully in their learning, for example by ensuring that all children have an equal opportunity to express their thoughts and ideas within small-group activities. This impacts on children's involvement in their learning.
- On occasion, some staff are not fully effective in recognising that their organisation of the environment, space and staff at routine times of day, such as mealtimes and sleep times, does not fully support the development of children's independence and promote their well-being.

## What the setting needs to do to improve further

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

- ensure that staff consistently promote and manage high expectations for interactions between children during group activities and help children to more effectively understand how to share their own views and listen to and appreciate those of others
- improve the organisation of routine times of day, such as mealtimes and sleep times, to help to support children's well-being and independence more effectively.

### Inspection activities

- The inspector had a tour of the setting and completed a joint observation with the manager.
- The inspector observed the quality of teaching in all age groups during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed routine times of day and considered the impact on children's care and well-being.
- The inspector spoke to children about their views of the nursery and she also considered the written views of parents provided on the day of the inspection.
- The inspector held a meeting with the management team and discussed self-evaluation, policies and procedures. She checked evidence of the suitability of those working with children.

### Inspector

Lisa Dailey

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Managers fulfil their responsibilities to ensure that staff know how to deal with concerns about children's welfare. Staff have a secure understanding of how to identify signs and symptoms of abuse, including exposure to radical and extreme views. The management team establishes clear recruitment processes and has secure procedures for checking the suitability of staff. For instance, it ensures that appropriate checks are completed for external providers who deliver extracurricular music and sports sessions. The manager is ambitious and strives to achieve high-quality provision. This is illustrated by the creation and evaluation of a quality improvement plan. The managers welcome staff and parental views, and include these in the vision for ongoing improvement. For example, following feedback from parents, managers organised a training session to share how they teach letters and sounds. This is helping parents to support their children's learning at home more effectively.

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

Staff know their key children well. They observe their development closely and plan interesting activities which help children to meet the next steps in their learning. For example, children enjoy mixing flour, water and paint and experimenting with the changing consistency of the mixture. Staff encourage children to consider what will happen if they add more water or more flour. Children delight in making their own choices and finding out what will happen. Managers monitor the quality of teaching well, such as through a cycle of supervision meetings and appraisals. They use these as an opportunity to talk about the progress that children make and identify where children need extra help or support, such as intervention groups.

### Personal development, behaviour and welfare are good

Staff seek and value the views of children. This helps to support their self-esteem. This is demonstrated when children are asked to vote on suggested names for new rooms in the nursery. Staff have strong procedures to help children settle into nursery well. For instance, during initial visits they talk to parents to find out about children's starting points, care routines and interests, such as preferred toys. They then use their knowledge of the child to help successfully build secure bonds with them and support their emotional needs. Parents are overwhelmingly positive about the service that the nursery provides.

### Outcomes for children are good

Children are well prepared for the next stage in their learning and gain the key skills needed for their eventual move to school. For example, they develop secure number skills, counting beads one at a time as they place them into holes in shapes. Children play imaginatively with others. They scoop and stir porridge into bowls for 'Goldilocks and the three bears'. Children develop strong hand muscles and develop an awareness of how to keep themselves safe as they use knives to cut bananas for their snack. They throw and catch balls with increasing control, stepping further away from their partner and using two hands to catch successfully.

## Setting details

<b>Unique reference number</b>	EY463559
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10108856
<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>	0 - 4
<b>Total number of places</b>	76
<b>Number of children on roll</b>	93
<b>Name of registered person</b>	DR Arora Enterprises Ltd
<b>Registered person unique reference number</b>	RP532684
<b>Date of previous inspection</b>	8 January 2014
<b>Telephone number</b>	07842008967

Little Roos Day Nursery is a private provision that re-registered in 2013. The nursery is located in Taplow, Berkshire. The nursery is open each weekday from 8am to 6pm with the exception of bank holidays and Christmas. It accepts funding for the provision of free education for children aged two, three and four years. The nursery employs 28 staff and 24 staff work with children. Of these, 21 staff hold qualifications between level 2 and 6.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

