

# Inspection of Old School Day Nursery

Fernbank Road, NORTH ASCOT, Berkshire SL5 8LA

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Inspection date: 10 September 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children enter the nursery and happily place their belongings on their peg. They keenly go up to staff and confidently share what they have been doing at home. Children know the routine and quickly settle to play with the toys and resources around them. Staff value children's contributions and include these, and their interests, within the environment they provide.

Children are kind, caring and demonstrate good behaviour. They play well together and involve others in their games. Staff know children's individual likes and dislikes really well and use this knowledge to provide an environment that encourages children to move freely within the three play environments. Staff encourage children, including those who need additional support or are newly settling in, to join in with the activities on offer. They provide a wide range of materials that they know children enjoy using, such as ingredients to make scones or bubbly water to wash up in, to encourage their involvement.

Staff plan a varied range of activities to encourage and inspire children to participate. Children enjoy listening to stories and staff provide practical activities to reinforce their learning. For example, staff create a role-play area linking to African life. Children eagerly climb round planks of wood and over painted 'water' where cardboard crocodiles and soft toy hippopotami are lurking. Younger children enjoy hearing a story about a girl who loses fruit from her basket, and they learn about the different fruits and the animals that take them.

## **What does the early years setting do well and what does it need to do better?**

- Children make good friendships and children of different ages play well together. Staff act as positive role models and actively join in with children's play. Children laugh at the staff's antics and respond with the correct answer when staff deliberately mix up the names of fruits and animals.
- Children enjoy being out in the fresh air daily. They use the outdoor play area and go for walks in the local community. Staff ensure that children receive fun physical play, such as weekly gym sessions with a qualified instructor. Children ably climb ladders, slide down slides, manoeuvre over balance beams and roll over foam tubes.
- Staff know children's individual needs and their likes and dislikes really well. Recent changes in how staff and children are grouped together is having a positive impact on the support and learning children receive each day. There is an effective key-person system and all staff demonstrate an in-depth knowledge of children's abilities. This helps ensure that staff support children's needs and next steps well, even on the days their key person is not present. Children do most tasks for themselves. They pour water and sand from one container to

another. However, on occasion, staff end up doing simple tasks for children, such as pouring their drinks or cutting fruit, rather than encouraging them to do this for themselves.

- Management evaluate the effectiveness of the nursery with staff. They implement changes to improve outcomes for children, such as grouping children into ability groups. Staff work in effective partnerships with parents, who give positive feedback on how well staff work with them and respond to their concerns. Management regularly monitor staff's practice and encourage staff to actively participate in reviewing each other's practice as well.
- Staff demonstrate a positive attitude to training and focus this on what areas they want to improve most. After attending training, staff disseminate what they learn with their colleagues, so all can consistently implement new ideas. Staff target any additional funding effectively. For example, to help support children's language development, story bags are now in place to encourage children's communication. Management and staff are now doing six-weekly projects of observations and assessments to help them effectively cover children's learning in all areas. Staff find this provides them with more time to interact directly with the children.
- Staff supervise children well during their play indoors and outdoors. However, staff do not always organise changes in routine effectively in order to help ensure that all children remain engaged and fully understand what is expected of them.

## **Safeguarding**

The arrangements for safeguarding are effective.

Management and staff demonstrate a good awareness of the indicators that may raise concern for a child's welfare. They are aware of how to record and report any concerns they may have to safeguard the children in their care. The management team ensures that staff keep their knowledge up to date and encourage ongoing training. Safer recruitment processes are carefully followed when appointing new staff to help management ensure all staff are suitable to work with children. Staff complete daily risk assessments to maintain a safe environment for children to play in.

## **What does the setting need to do to improve?**

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

- review and improve the organisation of changes in routine to ensure that all staff and children know what is expected of them
- make the most of all opportunities to help children to build on their independence skills and complete tasks for themselves.

## Setting details

<b>Unique reference number</b>	119251
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10122882
<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 to 8
<b>Total number of places</b>	62
<b>Number of children on roll</b>	113
<b>Name of registered person</b>	Old School Day Nursery Partnership
<b>Registered person unique reference number</b>	RP910997
<b>Telephone number</b>	01344 890 668
<b>Date of previous inspection</b>	29 November 2016

## Information about this early years setting

Old School Day Nursery registered in 1991. It is located in North Ascot, Berkshire. The nursery opens Monday to Friday, all year round, except for one week at Christmas. Sessions are from 7.30am until 6pm. The nursery runs a breakfast club from 8am until 9am, an after-school club from 3pm to 6pm and a holiday club from 8am to 6pm. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 17 staff, including the chef and the after-school staff. Of these, one holds a relevant level 5 qualification, one holds a qualification at level 4 and nine are qualified at level 3.

## Information about this inspection

### Inspector

Anne Nicholson

## Inspection activities

- The inspector spoke with management, staff, parents and the children at appropriate times throughout the inspection.
- The deputy manager took the inspector on a learning walk around the nursery to share what the staff provide and how this assists children in their learning and development.
- A sample of documentation was reviewed and discussed with management and staff to ascertain staff's suitability, to gain an awareness of staff's knowledge of children and identify their professional development.
- Staff and the inspector discussed the arrangements for the safeguarding of children and the reporting procedures.
- The inspector observed the interactions between management and staff, staff and parents, and staff and children. She also observed the impact staff's teaching has on children's learning and development.

We carried out this inspection 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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