

# Inspection of Plus Three Nurseries Ltd At Farley Wood

Farley Wood Community Centre, Turnpike Road, BRACKNELL, Berkshire RG42 1FW

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Inspection date: 12 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children develop their confidence very well. They feel safe, secure and happy in the care of staff. Staff form warm, caring relationships with children. Children happily approach staff for cuddles and to interact with them. Staff are strongly committed to supporting all children to succeed and make progress in their learning and development. They are proactive in their approach to helping children gain the skills they need for the future.

Interesting activities and resources engage children's curiosity effectively. Children manipulate dough and move levers on bottles to spray paint to create their individual artwork. This helps children to move their hands and fingers, which contributes to the development of their early writing skills. Children learn to write their names and they write for a purpose, such as in the role-play area. They engage in their play and learning with enthusiasm and are motivated to learn.

Children work and play together well, such as when using technology resources in a small group. Older children gain skills to negotiate with each other and are able to take turns and share toys and resources without support. Children develop their independence effectively. Older children visit the toilet by themselves and all children make choices about what to do and where to play. Children gain a good sense of responsibility. They take care of their environment and tidy and clean up without being asked.

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

- The manager and provider effectively lead the staff team. They are dedicated and committed to providing a high-quality service. The provider ensures staff have access to training and professional development opportunities to help them develop their practice. Regular supervision meetings help to monitor and develop staff's practice well. There are good monitoring processes in place. However, sometimes, there is not a precise enough focus to help raise the quality of the provision even further, for example to ensure there are consistently high levels of challenge for children's learning.
- Staff are consistently involved in children's play and activities. They have an effective understanding of the support individual children need, including resources and individual strategies to support children with special education needs and/or disabilities. Staff's skilful interactions and planning of activities help children to gain the knowledge and skills they need for their future success. Staff extend children's language skills successfully. For example, they demonstrate to children how to order words to speak in sentences and teach them new vocabulary. Staff promote children's mathematical understanding well. For instance, they ask children to count the dots on a dice and jump the same

number during a game.

- Children learn about keeping themselves healthy and well. They independently use tissues and put these in the bin and then wash their hands. Children enjoy healthy snacks and drinks. They are energetic indoors and outside. They enjoy the soft-play room and spend time in the outdoor area. Outside, children enthusiastically bounced on the trampoline and challenged their skills by balancing on the wobble boards and walking along a beam.
- Staff praise children positively for their efforts, achievements and positive behaviours. This helps to promote children's self-esteem and confidence effectively. Overall, there are consistent boundaries and expectations for children's behaviour. Staff discuss these with the children and provide support to help children learn about their emotions and feelings. On occasion, children do not receive timely guidance from staff to help them manage their own behaviour and feelings more effectively.
- Partnerships with parents, carers and other professionals are strong. Staff work closely with all those involved in children's care and learning. This promotes a consistent and successful approach to meeting children's individual needs. Parents and carers speak highly of the experiences their children receive at the nursery. Staff and parents share information about children's learning regularly, which helps promote learning at home and in the nursery. A lending library encourages parents to look at books with their children at home. This helps to continue the effective language and literacy support in the nursery.
- Staff provide resources that value children's individual backgrounds, such as books that reflect their cultures and religions. Words in other languages children hear or speak at home are displayed, and children have access to dual language books. This provides opportunities for children to see and use other languages they know.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know how to keep children safe and supervise them closely. They complete risk assessments and minimise potential dangers to children. Changes to the outdoor environment have improved the security of it, which promotes children's safety effectively. Staff understand their responsibilities to protect the children's well-being. They know how to recognise and respond to signs that may indicate a child's welfare is at risk. Staff complete safeguarding training which they refresh regularly. The provider has robust recruitment processes to check new staff's suitability to work with children. She regularly reviews all staff's ongoing suitability to ensure they remain suitable to care for children.

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

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

- build further on children's awareness of the behaviour expectations to help them manage their own feelings and responses more effectively
- develop more precise monitoring of practice to help raise the good quality of the provision even higher, including challenges for children's learning.

## Setting details

<b>Unique reference number</b>	EY553667
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10143647
<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>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Plus Three Nurseries Ltd
<b>Registered person unique reference number</b>	RP553665
<b>Telephone number</b>	07970 030769
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Plus Three Nurseries Ltd At Farley Wood registered in 2007 and re-registered as a limited company in 2017. It operates from Farley Wood Community Centre in Bracknell, Berkshire. The nursery is open from 9.30am until 3.30pm, Monday to Friday, during term time only. The provider receives funding to provide free early education for children aged two, three and four years. There are seven members of staff who work with the children. Of these, six hold early years qualifications at level 3, and one member of staff holds a level 2 qualification. The manager is currently working towards an early years degree.

## Information about this inspection

### Inspector

Sheena Bankier

## Inspection activities

- A learning walk was carried out with the manager, and she explained the learning intentions of the activities and resources.
- The inspector interacted with children and held discussions with staff at appropriate times during the inspection.
- A leadership meeting was held with the provider and a joint observation of an activity was completed with the manager.
- The inspector spoke to parents and carers available on the day and viewed some written feedback to gain their views.
- The inspector observed children's play, routines and activities and their interactions with staff.

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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