

Inspection of Little Pioneers Nursery and Pre-school Maidenhead

Larchfield Road, MAIDENHEAD, Berkshire SL6 2SJ

Inspection date: 4 August 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and the majority settle easily on arrival. Staff give sensitive support when, occasionally, children find it more difficult to leave their parent. Staff provide effective settling-in processes for new children, despite the impact from the COVID-19 (coronavirus) pandemic. This helps children to feel safe and secure. For example, new babies form strong attachments with staff, who know their needs very well. All children form positive and warm caring relationships with staff. Children are confident to approach staff for cuddles or a chat.

Children benefit from an environment which, overall, is very well considered to meet their needs. They explore exciting activities with curiosity and enthusiasm. For instance, children sustained their interest when finding potatoes and carrots hidden in compost. Children take part in regular small group activities, which helps to support their social skills. Older children develop their independence well, including serving their own lunch. Children learn about using good manners. For example, staff encourage children to say 'please' and 'thank you' from a young age.

Staff are keen to help children progress in their learning and development. Children who need extra help receive effective support to ensure they progress. Staff use a good range of strategies to support their needs, including communication picture cards. These are also used well with younger children to help them communicate their choices, such as at snack time.

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

- Partnerships with parents are positive. Parents speak highly about the care and support they and their children receive from staff. They state that staff do their job with a 'passion' and that they 'cannot fault them'. Parents say they receive ongoing information and feedback about their children's day and development, such as in person and through the online application. When the nursery was closed due to COVID-19, good arrangements helped support parents and children while they were at home. For instance, ideas for activities were sent out.
- Children with special educational needs and/or disabilities (SEND) have their needs met effectively. Staff identify children who may need more support and seek interventions in a timely manner. Staff's partnerships with other professionals and parents are well established to provide a consistent approach to meeting children's needs. Staff support all children to prepare for the move to school effectively. In particular, staff have additional meetings and provide further information to teachers to help make the move as seamless as possible for children with SEND.
- Staff know children as individuals well, which helps them meet their needs

successfully. They regularly praise children and respond positively to them. This promotes children's self-esteem and confidence successfully. Children develop a good sense of responsibility, such as older children completing tasks to help set up for lunch. They learn to take care of themselves. For instance, staff explained to toddlers about drinking water after they took part in a 'Boogie Mites' dance and musical instrument session outdoors. They explained to children that they would be feeling hot after their activity.

- Staff are supportive and engage with children effectively. They use their knowledge of children's interests to plan and provide activities that engage them. The curriculum is planned well and, overall, it takes account of what children need to learn next. However, some staff do not identify and respond to children's needs for more challenge. For example, some staff do not consistently implement identified next steps for children's development. In addition, some staff do not consistently challenge children's learning and development, such as through offering different resources or providing more effective interactions.
- Staff's interactions during play and activities encourage children to count and compare, such as when digging up potatoes and carrots. Staff introduce new words and vocabulary to help increase children's communication and language development. However, at times, some staff do not give children enough time to think and respond, such as when asking questions. This does not help children to consider their answers or use their own ideas.
- Staff feel they are supported well to develop their skills and practice. They comment that the management team check on their well-being and give them support. Staff have opportunities to take part in continuous professional development, both informally and formally. For example, through staff meetings and online training.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge and understanding of their roles and responsibilities and of wider safeguarding matters. They undertake regular training and keep updated with information. Staff know who to report any concerns about children or adults to and they have access to written safeguarding procedures, including contact details for relevant agencies throughout the nursery. Recruitment procedures are robust to check staff's suitability to work with children, which is regularly checked following employment. Staff supervise children closely and know where they are. In addition, the staff and managers regularly check the numbers of children present during the day.

What does the setting need to do to improve?

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

- develop staff's further awareness of identifying and implementing effective challenge to children to promote their learning and development at a higher level
- support staff to build on their interactions to enable children to think and respond and use their own ideas more successfully.

Setting details

Unique reference number	EY298664
Local authority	Windsor and Maidenhead
Inspection number	10198068
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 at time of inspection	0 to 4
Total number of places	84
Number of children on roll	113
Name of registered person	Buffer Bear Limited
Registered person unique reference number	RP900888
Telephone number	01628 510478
Date of previous inspection	22 November 2017

Information about this early years setting

Little Pioneers Nursery and Pre-school Maidenhead registered in 2004. The nursery is located in the grounds of Larchfield Primary School. It is open Monday to Friday between 7.30am and 6.30pm, all year round. The nursery receives funding for free early education for children aged two, three and four years. There are 21 members of staff working with the children. Of these, the manager holds a level 5 qualification and a further 20 staff hold qualifications at level 2 and above.

Information about this inspection

Inspector

Sheena Bankier

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The manager took the inspector on a learning walk of the nursery and explained the curriculum intentions.
- The manager and the inspector observed an activity together and evaluated the teaching and learning that took place.
- The inspector gained some parents' views by telephone.
- Children chatted and interacted with the inspector and their play and activities were observed indoors and outdoors.

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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