

# Inspection of Lascelles Park Nursery

The Lodge, Lascelles Park, Lascelles Road, Slough SL3 7PR

---

Inspection date:

13 October 2021

---

## **Overall effectiveness**

---

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### **The provision requires improvement**

Leaders and managers have placed less focus on maintaining the quality of the provision during the COVID-19 pandemic. The curriculum is in the early stages of being implemented. Planning has been reviewed to reflect the high number of very young children on roll and their developmental needs following the impact of the pandemic. Staff have high expectations of all children. The wide range of activities provided encourage all children to begin developing the key skills they need for future learning.

Children enter the setting ready to learn. Some are initially unsure of what to do and where to go. However, their confidence blossoms during the session. Children develop trusting relationships with the staff, who are kind and caring. Children enjoy exploring the different resources. Staff support them in learning the nursery routine and what happens next. For example, children sit with their friends at snack time to have a drink and some fruit.

Children engage in activities that support their physical development. They learn to squeeze pipettes to fill and empty them and work out how to make the waterwheel spin. Staff help children to safely climb frames in the garden and balance on containers. Children jump up and down with excitement when they manage to throw the ball into a container.

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

- Leaders and managers lack effective systems to monitor the quality of the provision. Less focus has been placed on updating staff's professional development throughout the pandemic. However, staff have recently completed training to update their knowledge of the changes to the 'Statutory framework for the early years foundation stage'. This has helped them to learn about the curriculum and review the way that they organise the learning environment, taking into account the ages and needs of the children attending.
- Leaders and managers have reorganised the procedures for arrival and departure, to reduce the risk of cross infection from COVID-19 and to enable funded children to attend their allocated hours. However, due to the large volume of people arriving and departing at a similar time, staff are unable to speak to parents about what their children have been doing while at nursery. During the pandemic, leaders and managers have shared information with parents, which has helped in supporting their children's learning at home.
- The organisation of story time does not always meet the different needs of the children. Therefore, they lose focus and stop listening, which reduces the learning experience for all. However, staff engage with children positively throughout the day. They talk to the children about what they are doing. This

enables children to hear the spoken word and introduces new vocabulary, for example during water play activities.

- Staff work with other professionals to support all children, including those with special educational needs and/or disabilities. Staff place a strong focus on developing children's social skills, communication and confidence. This helps to support children, some of whom have had little or no contact with anyone other than their family during the pandemic.
- Staff gain key words from parents to support children who speak English as an additional language. However, they do not have alternative strategies to help children who are non-verbal or do not have the confidence to ask for what they need. Although staff know their key children well, they do not complete the two-year progress check, which is a legal requirement.
- Staff provide lots of reassurance and praise to children and help them to learn how to share and take turns. Children are gaining confidence in exploring the activities provided both independently and with support. This helps them to develop a positive attitude to learning.
- Children develop their independence skills through the daily routine. For example, they get their bag and coat off their peg to get ready for going home. However, leaders and managers have not considered the organisation of the nappy change routine to reflect the needs and ages of the children who attend.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know how to recognise indicators that a child may be at risk of harm. They are aware of the correct procedures to follow if there is a concern about a child or an allegation is made against a member of staff. All mobile telephones are kept away from areas used by the children. Staff carry out effective risk assessments of the areas and equipment used by the children. For example, they are vigilant and supervise children well during water play. Recruitment procedures ensure that the required checks are completed on staff to check they are suitable to work with children. However, the procedures to check if an adult is disqualified from working with children could be enhanced further.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
--	-----------------

review and implement robust procedures for evaluating the service to identify any gaps in practice and to promote highly effective professional development for staff	15/11/2021
implement effective systems for communicating with parents, particularly during pick-up time, to ensure that they are fully informed about their children's care and learning	15/11/2021
carry out a progress check on children at age two years and provide parents with a written summary of the prime areas of learning, identifying if there are any gaps in children's knowledge and how they will be supported.	15/11/2021

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

- improve the support provided for children who speak English as an additional language or those who are unable to communicate their needs
- strengthen procedures for identifying any relevant information that may lead to a member of staff being disqualified from working with children, either at the point of employment or as part of the assessment for continued suitability
- review the organisation of story time and the nappy change routine to ensure that they meet the needs of all the children.

## Setting details

<b>Unique reference number</b>	EY485215
<b>Local authority</b>	Slough
<b>Inspection number</b>	10207514
<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 at time of inspection</b>	2 to 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Barney Bees Day Nursery Ltd
<b>Registered person unique reference number</b>	RP520980
<b>Telephone number</b>	01753 533626
<b>Date of previous inspection</b>	22 September 2016

## Information about this early years setting

Lascelles Park Nursery registered in 2015. It operates from premises in Lascelles Park, in Slough, Berkshire. The nursery opens from 9am to 3pm, term time only. In addition, an after-school club operates from 3.15pm to 6pm, and a holiday playscheme runs during the school holidays. The setting employs eight staff including the management team. One member of staff has an early years teaching qualification, and seven other staff hold recognised childcare qualifications. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years old.

## Information about this inspection

**Inspector**  
Maria Conroy

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed children indoors and outdoors to assess the levels of engagement for children's learning.
- The inspector spoke with members of the senior management team throughout the inspection to keep them updated as the inspection progressed.
- The inspector conducted a learning walk with the management team to discuss how the staff decide to implement the curriculum.
- A joint observation was completed with the senior deputy manager to find out how staff are monitored and supported in their professional 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021