

Inspection of White Waltham Nursery

White Waltham Cricket Club, White Waltham, Maidenhead, Berkshire SL6 3SH

Inspection date: 9 December 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy at this welcoming home-from-home nursery. They settle quickly and follow their own interests and ideas as they play. For example, children select the resources they need to build a tunnel for their toy vehicles. They demonstrate a positive attitude to learning and explore which cars travel down the ramp and through the tunnel the furthest.

Staff's expectations of children are high. They provide children with many opportunities to develop their physical skills. Children confidently ride scooters and balance bicycles and laugh with excitement as they race with their friends. They strengthen their muscles and demonstrate good control of their bodies as they climb up and over climbing equipment. Children focus intently and use pegs to carefully clip materials together to build their outside den. They show good imaginative skills, pretend to cook for staff and use a range of tools to whisk and transport sand onto plates.

Children learn about the nursery rules and boundaries and what is expected of them. For example, they know to wait for their turn to climb the steps of the climbing frame and understand that this is to help keep them safe. Staff are caring and attentive and place a strong focus on teaching children to share and use good manners.

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

- Children behave well and form close friendships with their peers. For example, they demonstrate good problem-solving skills and work closely alongside each other to successfully connect guttering together and build their own car run.
- Partnerships with parents are good. Staff take time to get to know children and their parents and build strong and trusting relationships. They regularly share their assessments of children and seek parents' views about their children's development and achievements at home. Parents speak positively about the nursery and say that they have seen lots of progress in their children's development since starting.
- Children with special educational needs and/or disabilities make good progress. Staff communicate well with other agencies to obtain the help they need to offer children specific support. Staff use early years pupil premium funding effectively to meet the needs of children.
- Staff make accurate assessments of children's learning and provide a curriculum that follows children's interests. Children demonstrate that they are motivated to learn and enjoy their self-chosen activities. They engage in play with staff and their friends and act out familiar routines in the role play area. However, planning is not quite as precise as it could be. There is scope for staff to engage

children in more detailed discussions, to help build on children's developing speech and vocabulary even further.

- Children learn about colours and mathematical concepts as they play. For example, they paint rainbows and identify the colours they choose to use. Children fill up containers with sand and water and use language such as 'full' and 'empty'. They persevere in their chosen activities and fully engage in their learning.
- Staff support children to develop independence skills in preparation for their move on to school. For instance, they encourage children to put on their coats to play outdoors. Children make decisions as to whether they want water or milk with their snack. They are confident to open their lunch boxes and packages and ask for support if they need it. Children thoroughly enjoy their mealtimes. These are social occasions when children sit together with their friends and staff in a relaxed family atmosphere.
- The managers and staff team have worked hard throughout the COVID-19 pandemic and have made changes to the provision to keep children and their families safe. Staff have meetings to discuss how they can improve their practice and make good use of training opportunities to add to their skills and knowledge. They say that they feel valued and supported in their role.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have a sound understanding of child protection procedures. They know what to do if they have concerns about children's welfare. They understand the procedures to follow if an allegation is made against a member of staff. Recruitment processes are robust to ensure that all staff working at the nursery are suitable. The premises are safe and secure. The managers complete daily checks of the nursery and garden to ensure there are no hazards. They ensure that the doors and the gate to the car park are locked once children have arrived to keep them safe.

What does the setting need to do to improve?

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

- use what is known about children to plan more precisely and build on children's developing speech and vocabulary even further.

Setting details

Unique reference number	108419
Local authority	Windsor and Maidenhead
Inspection number	10128646
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	28
Name of registered person	McCarthy, Susan Patricia
Registered person unique reference number	RP512928
Telephone number	01628 824802
Date of previous inspection	17 November 2015

Information about this early years setting

White Waltham Nursery registered in 2000 and is located in White Waltham, near Maidenhead, Berkshire. The nursery employs seven members of childcare staff. All staff hold appropriate qualifications at level 3 and above, including the managers, one of whom holds an early years qualification at level 6 and the other is a primary education specialist and holds PGCE qualified teacher status. The nursery opens from Monday to Friday, 9am to 4pm, term time only. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Franks

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 managers and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, parents and staff at appropriate times during the inspection.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact this has on children's learning.
- The deputy manager and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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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