

Inspection of Flower Pots Day Nursery

188 Wycombe Road, Prestwood, Great Missenden, Buckinghamshire HP16 0HJ

Inspection date: 10 March 2022

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

What is it like to attend this early years setting?

The provision is good

Children are happy. They show that they feel safe with the nurturing staff. These warm relationships are evident throughout the nursery, and especially so in the baby room. Babies new to the nursery settle well because they receive lots of cuddles, smiles and reassuring words. Soon these babies are playing happily. In other rooms in the nursery children show the same good levels of well-being. They snuggle in for stories and thoroughly enjoy the company of the jolly and enthusiastic staff. Children learn about acceptable behaviour. They listen to what they are asked to do and cooperate well with routines. This helps to ensure that useful learning time is not lost. Children know what to do to get ready to go outside or for mealtimes. These times are calm and well managed.

Children make good progress as they move through the nursery. By the time they leave, they have lots of the skills and knowledge that they need for the next stage in their learning. Children develop a broad vocabulary that enables them to express their needs and ideas. They learn to enjoy books and to sing with confidence and enjoyment. Children can play with their friends, taking turns and use toys purposefully. They can manage their own personal care needs.

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

- Staff model language really well. They adapt their interactions very effectively to the ages of the children they are talking with. As a result, over time children develop into confident and competent communicators. Staff show babies toy animals and repeat the names and noises they make. Babies listen and begin to repeat back. Toddlers hear words such as 'wobbly' and 'squishy' to describe the jelly they play with. Older children confidently ask questions and take turns in conversations.
- Staff use children's interests effectively to deliver meaningful learning experiences. For example, staff build on older children's interest in superheroes to teach them about the real-life superheroes who help us.
- Although staff support children's communication skills very well overall, some younger children spend longer than they need with their dummies in their mouths. This limits their opportunities to use the words and phrases they are hearing and learning.
- Children develop a real love of books, stories and songs. Staff prioritise reading with children. The book corners are busy with children all day. Babies turn the pages of board books and toddlers point out and talk about what they can see. This interest prepares them well for later reading and writing.
- In their enthusiasm to provide a challenging curriculum for older children, staff sometimes plan activities that are not best matched to the ages and stages of development of the children. For example, rather than focusing on helping

children distinguish between different sounds in the environment, staff follow a programme of 'letter of the week'. Children engage less well at these times. They are not benefiting from accurate teaching that best prepares them for learning about letters and the sounds they represent at school.

- Children with special educational needs and /or disabilities (SEND) receive very effective support to join in and get the most from the curriculum. Staff use successful strategies to help children join in with the activities on offer. Staff also offer personalised learning to help close gaps and to enable children to make the progress of which they are capable.
- Children are inquisitive and curious. They find the experiences on offer engaging. The nursery is full of happy children who are thoroughly enjoying their learning.
- Staff use care routines very well to help children feel emotionally secure. Staff tell babies what is going to happen next, for example that they are going to carry them to a different part of the room or to change their nappy.
- Children have lots of opportunities to enjoy physically active play. This helps them learn to appreciate and enjoy an active lifestyle. Babies have plenty of space to practise their crawling and walking. Toddlers and older children confidently use climbing and balancing equipment.
- Leaders work very effectively to maintain high standards and build professional partnerships with parents. They praise staff for what they do well and offer constructive feedback to help them improve further still. They are very committed to improving the experiences of children further still.

Safeguarding

The arrangements for safeguarding are effective.

Staff, including the designated safeguarding lead, show a secure understanding of their role in keeping children safe. All staff receive regular training , and the leadership team ensures that staff's knowledge remains up to date. For example, they discuss safeguarding at staff meetings and supervisions. Staff know how to recognise the signs that could indicate a child is at risk of harm or neglect. They know how to share these concerns, and the importance of doing so promptly, to protect children. Staff maintain a safe and hygienic environment for children. The leadership team follows robust recruitment and vetting procedures to ensure that those they employ to work with children are suitable to do so.

What does the setting need to do to improve?

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

- review the policy on the use of dummies to support younger children to confidently spend less time using their dummies so they have more opportunities to use the words and phrases they are learning

- ensure all activities are matched well to the age and stage of the children taking part, to help them make best progress in the next phase of their learning.

Setting details

Unique reference number	2498862
Local authority	Buckinghamshire
Inspection number	10194583
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	79
Number of children on roll	131
Name of registered person	Flower Pots Day Nursery Childcare Ltd
Registered person unique reference number	2498861
Telephone number	01494866444
Date of previous inspection	Not applicable

Information about this early years setting

Flower Pots Day Nursery registered in 2019 and is situated near Great Missenden, Buckinghamshire. The nursery is open each weekday, from 7.30am to 6.30pm. The provider employs 17 staff, of whom 11 hold relevant early years qualifications. The provider receives funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector

Sarah Holley

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 manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector and the manager carried out a joint observation and evaluated the quality of education.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- Parents and children shared their views and the inspector took these into account.
- The inspector held meetings with the manager and representatives of the provider to find out about the management and leadership of the setting.

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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