

# Inspection of Maples Day Nursery

39 Hatherley Road, Winchester, Hampshire SO22 6RS

---

Inspection date: 16 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is good**

Children demonstrate high levels of confidence and have extremely positive attitudes towards learning. They feel safe and secure due to the strong relationships in place with peers and adults. Children make independent choices about their play and explore exciting activities that fascinate and capture their interest. They have good levels of language and articulate their views exceptionally well. Children receive rich and purposeful experiences that contribute towards supporting them to express themselves in a variety of ways. For example, they delight in sharing details about a recent visit to find out about a local artist and take pictures of artwork found in the city.

Very young children are curious and motivated to explore sensory resources set up for them to discover. They confidently attempt to access play equipment that encourages their physical skills. Babies are fascinated by using a drumstick to beat a large drum and repeat the action of banging, excited by the sounds they create.

Overall, children behave well. They receive support to learn about behavioural expectations, including sharing stories to explore ideas of emotional well-being. On rare occasions, there are some minor altercations between children. Staff offer support to help them overcome any upset, which contributes towards building children's resilience ready for their next stages in their education.

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

- The manager is a highly organised and extremely strong leader, and has a thorough understanding of her responsibilities. She has created a well-designed and ambitious curriculum. The manager continually reflects on all aspects of her provision, identifying ways to make ongoing improvements. She provides an extensive range of internal training for staff. This is aimed at allowing them to build on what children already know and can do. Although there are some minor inconsistencies in teaching practice, the manager recognises the strengths in her staff team and offers prompt and sensitive feedback to individual staff.
- Children are well prepared with knowledge and skills to support them ready for their next stage in learning. Staff provide activities which ignite children's sense of fascination and wonder. For example, older children have opportunities to learn about the concept of 'gravity' and 'space' linked to their interests. However, occasionally, some staff do not give children enough time to consider responses to questions. At these times, children do not receive the best possible support to develop their ideas and recall what they already know.
- Staff work hard to get to know the children and their families very well. This enables them to understand individual children and plan precisely to meet their learning and developmental needs. Key persons work closely with parents and

outside professionals to ensure that children with special education needs and/or disabilities receive support to help them catch up. Targeted intervention plans are consistently implemented at the setting to help children reach their highest outcomes.

- Children show very high levels of motivation and staff successfully engage them experiences that promote their independence. Children take great pride in looking after themselves and learn about self-care. They use mirrors so they can wipe their noses. They work in cooperation with their friends to clear their plates after a meal, wash their dish and help themselves to pudding.
- Staff support children to be respectful and responsible. They value the views of children through the 'pre-school council'. This allows children to express their ideas to contribute towards positive changes in the setting. Currently, staff and children are working on a project to enhance the coup they have for the chickens they have nurtured since they were chicks. This supports children learn that their opinions matter.
- Children of all ages have exposure to experiences that support their language skills. Babies hear rhymes being sung as they play with ducks in the water tray. Older children engage well with story times. Staff point to words on the front cover and inside the book as they read. This helps children recognise that print carries meaning. Staff expose children to new language. For example, they explain that the names on the front of books are the author and illustrator, and explain their roles.

## **Safeguarding**

The arrangements for safeguarding are effective.

The designated safeguarding lead (DSL) demonstrates a secure understanding of how to fulfil the role to ensure that all children are safeguarded effectively. Leaders and managers ensure that staff receive regular training so they can identify indicators of abuse and act on this swiftly. Furthermore, all staff have secure knowledge around a variety of safeguarding issues. These include domestic violence, extremism, county lines and non-mobile baby bruising protocols. The DSL and staff are familiar with the process to follow for making referrals in line with local procedures. The managers check deployment of staff so that children are well supervised. Risk assessments are in place to ensure that children remain safe. For example, leaders check UV levels before allowing children to play outside.

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

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

- offer even greater support for individual staff to recognise the importance of allowing children time to process and respond to questions.

## Setting details

<b>Unique reference number</b>	EY372548
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10244666
<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>	0 to 4
<b>Total number of places</b>	132
<b>Number of children on roll</b>	164
<b>Name of registered person</b>	Childbase Partnership Limited
<b>Registered person unique reference number</b>	RP900830
<b>Telephone number</b>	01962 870 977
<b>Date of previous inspection</b>	5 May 2017

## Information about this early years setting

Maples Nursery registered in 2008 and is one of the Childbase chain of nurseries. The nursery is open from 7.30am to 6.30pm, 52 weeks of the year. The nursery employ 42 staff to work directly with the children. Of these, 32 staff are qualified at level 2 up to level 6.

## Information about this inspection

### Inspector

Sherrie Nyss

## 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 setting.
- The inspector went on a learning walk with the manager to establish the priorities for the curriculum.
- The inspector observed the quality of education during activities and daily routines to assess the impact this has on children's learning.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- The inspector held a discussion with the manager in relation to the leadership and management of the nursery.
- The inspector looked at relevant documentation, such as evidence of Disclosure and Barring Service certificates, first-aid certificates and the safeguarding policy.

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 2022