

Inspection of Silchester Manor Day Nursery

Bath Road, Taplow, Maidenhead, Berkshire SL6 0AP

Inspection date: 13 July 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy to arrive at the welcoming nursery and settle quickly into their play. They form secure attachments with staff who are caring, respectful and act as positive role models. For example, staff ask babies if they are ready for their nappy change or snack and treat them all as individuals. Children take pride in their achievements, helped by the ample praise that staff provide. For example, babies relish their new-found walking skills and show determination to keep practising.

Children thoroughly enjoy spending time in the vast garden area. There are ample opportunities for physical exercise outdoors, as well as experiences to help them learn about the world around them. For example, children learn about the life cycles of fruits and vegetables as they plant, grow and harvest them. They create their own assault courses to navigate.

Children behave well and demonstrate positive attitudes towards learning. As a result, children show high levels of engagement in activities of their choosing. Babies show delight as they use objects to splash and make bubbles in trays with different-coloured water. Younger children relish chopping and tasting different-coloured fruits and vegetables in the role play area. The areas where older children learn are a hive of constant activity. They learn about which foods keep them healthy as they busily prepare their own smoothies.

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

- The manager is passionate about ensuring that all children achieve the most they are capable of. Children with special educational needs and/or disabilities receive prompt and effective support. The manager and staff work tirelessly with parents and other professionals to ensure those children are fully supported with their development. As a result, all children make good progress from their starting points.
- Staff monitor children's development closely. They plan a wide range of interesting activities to support children's individual needs and interests across all areas of learning. The manager has a clear vision for the curriculum and makes sure that this vision is shared by the staff. However, at times, staff do not deliver activities or tailor their interactions to make sure that younger children fully benefit from the highest-quality learning.
- Children develop important independence and self-care skills in readiness for school. Older children take themselves to the toilet, and staff teach them the importance of thoroughly washing their hands. Younger children enjoy the responsibility of serving their own meals at lunchtime. Staff make sure babies have constant access to their individual beakers of water and remind them to stay hydrated in hot weather.

- Staff make sure that books are readily available for children to help foster a love of reading. For example, they set up the interchangeable role play area outdoors as a library where children can have quiet time and read. Younger children enjoy reading stories with staff and shouting out key phrases they know from the stories. Staff ask older children questions about the stories they read together to encourage them to express themselves.
- Staff provide children with clear expectations for behaviour. Consequently, babies are learning the importance of sharing and taking turns. Older children behave impeccably because they are constantly immersed in their learning. However, during the pre- and post-lunch period, younger children are not consistently engaged in meaningful learning. This has an impact on how well they follow instructions, and they tend to flit quickly from one activity to another.
- Children have lots of opportunities to persevere and try things out for themselves. For example, younger children practise their fine-motor skills as they try to snip leaves with scissors while mixing mud and water concoctions. Older children attempt to copy photographs of the buildings of the schools they will transition to in the construction area. They excitedly use tape measures to compare the height and width of each other's buildings.
- Leaders place a strong priority on continual evaluation and improvement. The manager formulates monthly areas for development and focus with the input of the staff. She provides staff with regular opportunities to meet on a one-to-one basis and as a team. Staff feel well supported and that there are opportunities for professional development.
- Parents are extremely complimentary about the care and learning provided to their children. They feel well informed about their children's development and that their children are always happy to come to nursery. They particularly enjoy the 'community feel' of the nursery and that the manager works hard to involve them, for example through activities such as the school leavers' picnic.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular safeguarding training to keep their knowledge and understanding up to date. As a result, they have a clear understanding of the signs which could indicate a child is at risk of harm. They are clear about the process they must follow if they have concerns about a child's welfare. This includes if they have concerns about a member of staff's behaviour towards a child. There is a robust recruitment process to make sure that staff are suitable to work with children when they start. Staff communicate well together to make sure that children are supervised indoors and outdoors at all times.

What does the setting need to do to improve?

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

- strengthen staff's understanding of how to deliver activities and focus interactions with younger children and babies so that they consistently benefit from high-quality and intended learning
- review the provision of the curriculum for younger children during transition periods, such as lunchtimes, to make sure that all children are consistently engaged in meaningful learning.

Setting details

Unique reference number	EY441759
Local authority	Buckinghamshire
Inspection number	10207502
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	88
Number of children on roll	73
Name of registered person	All About Children Limited
Registered person unique reference number	RP908106
Telephone number	01628778890
Date of previous inspection	25 August 2016

Information about this early years setting

Silchester Manor Day Nursery re-registered in 2012. It is one of 12 provisions in the group run by a private provider. The nursery operates from a large detached house in Taplow, Berkshire. It is open Monday to Friday, from 7.30am to 6.15pm, for 51 weeks a year. The nursery employs 23 staff, including a cook, cleaner and lunchtime staff. Of these, eight members of staff have relevant qualifications ranging from level 2 and above. The setting is in receipt of funding for the provision of free early education to children aged two, three and four years.

Information about this inspection

Inspector

Carla Roberts

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 of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager carried out a joint observation of a group activity with the inspector.
- Parents shared their views on the setting with the inspector.
- The inspector looked at relevant documentation and reviewed 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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