

# Inspection of Big Top Nursery (Roman Park)

Big Top Nursery, Sir Henry Lee Crescent, Aylesbury HP18 0YT

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Inspection date: 14 November 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

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

### **The provision requires improvement**

Children show they are happy to be at nursery. There are warm relationships between staff and children throughout the day. Babies are very settled and older children confidently go about their day, showing they enjoy the company of the kind and caring staff. Children are well behaved, polite and welcoming to visitors.

The manager has worked well with staff to identify what they want children to learn. This intent is understood by staff in all rooms and they plan activities and resources with this learning intent in mind. Children who attend in the mornings have access to a wide range of activities. However, due to restraints on space, children who attend in the afternoons have access to a much narrower choice of learning experiences. This limits the opportunities these children have to experience the whole curriculum and, therefore, make the best possible progress. In addition, the progress of children in receipt of some additional funding is not closely monitored.

Children have access to lots of experiences that broaden their understanding of the world around them. They help tend their allotment, harvesting the vegetables to cook and eat. They learn about people who help them and how to care for animals through visits from people and livestock. Staff model useful language for children and read regularly to children in animated voices. This helps children develop an interest in books and stories. However, sometimes noise levels inhibit what some children can hear.

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

- The manager has worked hard to develop a warm, positive atmosphere throughout the nursery. Staff want the best for the children in their care. However, leaders have made assumptions about some staff's skills and knowledge that are not accurate. For example, some staff acting as key persons do not have a good enough understanding of the areas of learning to effectively monitor children's progress and plan for their individual learning. This means that some children, while thoroughly enjoying being at nursery, are not having their individual learning needs met well.
- During the mornings, children can choose from lots of different things to do. After lunch, staff provide quiet rooms in which children can sleep. However, the need for a peaceful environment limits other children's choice of resources and activities. The manager has not considered fully how to ensure that the care needs of some children and the learning needs of others can be met effectively at the same time.
- It can sometimes get very noisy due to how rooms are organised. This is

especially evident in the baby and toddler rooms. This means that, although, staff model lots of useful language, it cannot always be heard or distinguished from other sounds in the rooms. This means that children's speaking and listening skills are not being supported well at these times.

- Staff carefully consider how best to deliver aspects of teaching. For example, older children take part in group activities to learn about numbers and counting. Staff deliver this teaching very well. Children listen carefully, join in well and show they are developing a real confidence to begin to solve number problems.
- Staff encourage children to be physically active. Staff teach older children how to balance. Babies and younger children are shown how to use climbing equipment safely. Staff show children they enjoy being outside with them. This all contributes well to children's developing understanding of the benefits of following a healthy and active lifestyle.
- The warm relationships are evident across the nursery. Babies happily crawl onto staff's laps for cuddles. Children's home cultures are celebrated across the nursery. This helps ensure all children feel welcome and also provides all children with opportunities to learn about cultures beyond their own.
- The manager knows which children are in receipt of additional funding. However, other staff who work closely with these children are not aware and so are not able to help identify the impact the use of this additional funding is having on the progress children make.
- Parents speak highly of the staff. They tell the inspector about memorable experiences their children have enjoyed. However, parents are less clear about the overall progress their children are making. Although they have access to online information about their children, they are not actively encouraged by staff to contribute further to reviews of their children's progress. Staff share children's two year progress checks electronically with parents. However, they do not proactively engage parents in discussions about this to ensure parents have a complete picture of the progress their children are making.

## **Safeguarding**

The arrangements for safeguarding are effective.

The provider ensures staff attend regular training to learn about the signs that may indicate a child is at risk of harm. Staff are able to explain what they would do if concerned about a child's welfare, including how to escalate concerns beyond the leadership team at the nursery. The provider follows suitable recruitment processes and completes ongoing checks, to ensure the suitability of those employed to work with children. Staff ensure the premises are safe and suitable for the care of children. Adult to child ratios are maintained and children are suitably supervised at all times

## **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>
focus feedback and training for staff on ensuring that all staff have the skills and knowledge they need to effectively fulfil all requirements of their role.	13/12/2022

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

- improve how the provision is organised in the afternoons, so that children who attend then have access to the same range of learning experiences as those who attend in the mornings
- consider how best to organise the provision, so that noise levels do not impact on babies and younger children's abilities to hear the language being modelled, to better support their communication and language development
- review how additional funding is used and monitored, to ensure it is best used to meet the needs of the children who are in receipt of this funding
- engage parents more proactively in the review of children's progress when aged between two and three years, to enhance parents' understanding of their children's development.

## Setting details

<b>Unique reference number</b>	2608240
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10251704
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	42
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Big Top Nursery Limited
<b>Registered person unique reference number</b>	RP532797
<b>Telephone number</b>	07780441070
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Big Top Nursery (Roman Park) registered in 2020 and is situated in Aylesbury, Buckinghamshire. It is open from 7.30am to 6pm, Monday to Friday, throughout the year. The provider employs 16 members of staff, of whom 10 hold suitable qualifications at level 2 or above. The provider is in receipt of funding to provide free early education to children aged two, 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 her evaluation of the provider.
- The inspector and the manager completed a learning walk together and discussed the early years curriculum.
- The manager and the inspector carried out a joint observation.
- Parents shared their views and the inspector took these into account.
- The inspector held meetings with the manager and provider and looked at relevant documentation.

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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