

Inspection of Maple Vue Nursery

Maple Vue Children's Centre, Belle Vue Road, Aldershot, Hampshire GU12 4RZ

Inspection date: 13 March 2023

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 quick to settle when entering this friendly nursery. They develop secure relationships with staff. Children seek comfort from staff and know their key person well. They happily engage in play and show respect for others. Children feel safe and secure. They behave well and calmly interact with their peers. Children take turns and share resources. They make friends and enjoy spending time together, such as in the 'chill out' area in the pre-school room. This helps to support children's personal, social and emotional development, which staff recognise has been affected by the COVID-19 pandemic.

Staff focus on preparing children for the next stage of their lives. They support children effectively to build on their skills as they get older and move through the nursery. Babies separate from parents well and engage in play. Older children become more independent and ready for transitioning to school. They have opportunities to develop self-care skills, such as wiping their own noses. All children within the nursery make good progress, including children who speak English as an additional language and those with special educational needs and/or disabilities (SEND).

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

- Staff successfully focus on the development of babies' physical skills. They provide lots of opportunities and space for children to crawl and progress to walking. They praise children when they achieve skills such as pulling themselves up to stand. Staff enthusiastically clap children who walk a few steps independently. Children react positively to this joyful reinforcement with a smile and determination to try again. However, at times, too many staff are preoccupied with other tasks during daily routines, such as mealtimes, and babies do not always benefit from high-quality interactions at these times.
- Staff help children to develop their personal care skills in the room for children aged two to three years. They encourage children to start to take care of themselves by, for example, taking themselves to the toilet. Staff help children to understand personal hygiene, such as washing their hands and disposing of tissues. This helps children to become more independent and to develop the necessary skills to look after themselves.
- Children in the pre-school room have opportunities to develop their skills ready to start school. Staff talk to children and ask questions to support their communication and language development. Staff provide small-group activities to prepare them for sitting and listening, such as watching a short, age-appropriate video. Staff ensure they make activities more challenging as children get older. However, on occasion, the environment becomes very busy, with a lot of equipment out, and some children find this overwhelming.

- Staff expect children to behave well. They are quick to remind children of nursery rules, such as not climbing on the furniture. Children respect staff and listen and act upon instruction. This means that children develop a secure understanding of expectations and boundaries. Staff celebrate children's good behaviour by using positive reinforcement. For instance, they identify children who have had 'wow' moments. This encourages children to behave well and feel proud of their good behaviour.
- Management support staff well. Their well-being is a priority, and the manager has an open-door policy. Staff feel comfortable approaching the manager with any worries or concerns. They attend regular meetings, each of which includes topics about safeguarding. Staff discuss children of concern and attend paediatric first-aid refresher training to keep knowledge current. They have access to training and can request further training if required. For instance, they can request training in support of children with SEND.
- Parents are very complimentary about staff. They say children are anxious upon starting nursery but become confident and make friends easily. Parents state that children meet developmental targets set. They say that staff support children's communication and language skills well and that children's speech has improved since attending the nursery. They are happy with the regular feedback about children's progress. Parents compliment staff on being friendly and welcoming.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of safeguarding and child protection. They confidently identify signs of abuse, neglect and female genital mutilation. Staff are aware of who to report concerns to regarding children and adults. They have access to a noticeboard in the nursery that outlines the procedure to follow and the contact details to report any concerns. The manager ensures safeguarding is always discussed in meetings. Staff extend this knowledge by attending refresher training courses. The manager has a secure knowledge of safer recruitment procedures. This enables the nursery to recruit suitable staff. Staff strive to ensure children are in a safe and secure environment.

What does the setting need to do to improve?

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

- review and improve the organisation of the environment so that children are not overwhelmed and can easily make choices
- improve staff deployment during routine times of the day to provide children with consistently high-quality interactions.

Setting details

Unique reference number	EY430816
Local authority	Hampshire
Inspection number	10280254
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	91
Name of registered person	Children's Links
Registered person unique reference number	RP526397
Telephone number	01252 343772
Date of previous inspection	15 August 2017

Information about this early years setting

Maple Vue Nursery registered in 2011. It is located in Aldershot, Hampshire. The nursery is open each weekday, from 8am to 6pm, all year round. There are 21 members of staff, of whom 13 hold appropriate early years qualifications at level 2 or above. The provider receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Lynne Murray

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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during an activity.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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