

Inspection of Princes Risborough Nursery

83 Station Road, Princes Risborough HP27 9DN

Inspection date: 13 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they are happy and secure at this setting. The atmosphere in the nursery is calm and relaxing as children freely explore and choose which activities they engage with. Children demonstrate good concentration and resilience in problem-solving. For example, when they struggle to fit puzzles together, they do not give up. They accept staff suggestions, such as to twist or turn them. They persevere until they are successful. The key-person system is well established in the nursery. Children form close bonds with staff, who know children well. They are aware of their individual interests and stages of development. Children's behaviour is good. Staff model positive behaviour and children listen to staff and understand the behaviour expectations, which help to keep them safe at nursery. Staff work in partnership with parents well to share information about children's care needs, interests and development. Staff offer frequent encouragement to children. This helps to promote children's self-confidence.

All children get plenty of exercise. They enjoy playing in the nursery garden every day. Children develop their physical skills well. They climb steps to the slide and roll hoops to each other.

All children make good progress in relation to their individual starting points. Their small motor skills develop quickly, and they display deep concentration as they make play dough and experiment with the different ingredients.

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

- The manager has a clear vision for the nursery. She is passionate about her role and develops an inclusive curriculum that incorporates children's interests and stages of development.
- Children with special educational needs and/or disabilities are well supported at nursery. Staff work well together and with other professionals to ensure that children receive the support they need.
- Staff provide a variety of equipment and resources to support children's existing skills. For example, older children make volcanos, mixing ingredients together. Younger children explore water using a variety of utensils to scoop and explore with.
- Staff work well together. They display good communication skills and share relevant information with each other. This also supports transition for children moving into different rooms in the nursery. Staff share knowledge so children are fully supported with their transition.
- Overall, staff support children to develop their vocabulary and language skills. Staff read stories and sing songs with children throughout play. However, this is not always consistent, with some staff not using correct grammar with the children. This means that some children do not hear the correct pronunciation of

words.

- Children are keen learners. Staff implement exciting activities based around children's fascinations, which capture their interest and imagination. This promotes children's deep concentration. For example, children spend extended time experimenting as they make play dough. However, at times, staff miss opportunities to challenge and extend learning further so children can make even higher rates of progress.
- Managers carry out regular supervisions with staff, where they discuss training needs, staff's key children and staff well-being. Staff training is well focused to benefit children. For instance, staff have attended training on how to effectively support children's behaviour and adapted the environment to ensure safety.
- Staff support children's growing independence. They use techniques that help children learn how to put their coats on before going outside. Staff are alert to what each child is doing. They encourage them to move around the well-resourced nursery environment and make choices about their play and learning.
- Parents report that the manager and staff are engaging and are very friendly. Staff provide regular information to parents about children's developmental progress. For example, parents are invited into the nursery for meetings with their children's key persons. Staff give information about children's achievements to parents at collection time and share what they can do at home to support their children's development further. This helps continuity in children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are clear about their role and responsibility to protect children from harm. They have a good understanding of the signs and symptoms of abuse and risks to children's well-being. Staff know how to report any concerns they may have about a child or an adult to the designated safeguarding lead and/or external agencies. The premises are secure. Effective risk assessments of the premises consider children's safety at the setting and the steps that need to be taken to minimise any hazards. The manager follows robust safer recruitment systems to ensure that staff are suitable to work with children and to check their ongoing suitability.

What does the setting need to do to improve?

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

- review staff's use of vocabulary when interacting with children to use clear words to help children build on their already good communication skills
- support staff to develop the already good-quality teaching, to extend children's learning during the implementation of the curriculum to the highest level.

Setting details

Unique reference number	2627417
Local authority	Buckinghamshire
Inspection number	10260957
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	35
Number of children on roll	28
Name of registered person	Princes Risborough Nursery Limited
Registered person unique reference number	2627415
Telephone number	01844 273236
Date of previous inspection	12 October 2022

Information about this early years setting

Princes Risborough Nursery registered in 2021. It is located close to the station in the town of Princes Risborough, Buckinghamshire. The nursery operates from 7.30am until 6.30pm, Monday to Friday, all year round. The nursery employs 15 members of staff who work with children. Twelve staff have a relevant childcare qualification at level 3 or above. The nursery receives funding for children aged three and four.

Information about this inspection

Inspector

Claire Boparai

Inspection activities

- This was the second routine inspection the nursery 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 manager explained the curriculum intentions to the inspector during the learning walk.
- The inspector took part in discussions with the manager, deputy manager and staff during the inspection.
- The manager and the inspector observed and evaluated two activities together.
- The inspector observed staff and children throughout the day.
- Parents shared their views with the inspector through discussions.
- The inspector sampled relevant documents.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023