

Inspection of The Old Windsor Day Nursery and Pre-School

St Lukes Road, Windsor, Berks SL4 2QJ

Inspection date: 20 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 happy in this inclusive nursery. Babies are comforted by the nurturing staff whenever they feel unsure. Older children are keen to start their day at the nursery, greeting the staff as they enter. The warm, caring attitude of the staff helps children to feel safe and secure.

Children show increasing independence in their self-care skills from when they start at the nursery. Babies learn to feed themselves and develop their walking skills, while older children enjoy serving their own meals at lunchtime. Staff use fun strategies to help children learn how to put their coats on. Children are confident at managing their own personal care needs and confidently wash their hands or wipe their noses.

Children behave well. Staff have high expectations of children's behaviour and have developed a consistent approach to any unwanted behaviours. For example, staff sensitively explain to the children the choices they can make, which empowers them, and children have a positive attitude towards learning. This means that children quickly learn what is expected of them, supporting their self-esteem and well-being. All children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning.

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

- Leaders and the newly appointed manager have a strong vision for the nursery. They have made some changes to the provision, including giving staff more autonomy over their practice by letting them embrace children's own choices in learning. Staff recognise and place a high focus on developing children's personal, social and emotional development to prepare them for their transition to school. Staff comment positively on these changes and feel valued in the nursery.
- Staff develop children's communication and vocabulary. For instance, children are able explain the difference between a carnivore and a herbivore as they pretend to brush the dinosaur's teeth. However, occasionally, the same children are often asked questions by staff while quieter children sometimes get overlooked. This means that the quieter children are not actively encouraged by staff to extend their thinking and speaking skills.
- Children learn the importance of a healthy lifestyle from a young age. The chef works closely with the staff, children and parents to cater to children's dietary needs and preferences. Babies thoroughly enjoy the range of healthy snacks, including fruit and soft foods. They have daily access to the garden, where they learn to climb and safely explore the outdoors. Older children talk to the chef about the different food they eat at lunchtime. Older children are physically

active; they run in the garden with their friends and paint with brushes on the fences using water. Children become confident in physical activity and enjoy eating healthily.

- Children enjoy listening to stories. They recall different parts of the story and talk about the different characters in 'Little Red Riding Hood'. However, during group times, some younger children find it hard to concentrate, as the story is too long. This means that they distract older children as they seek interactions. This disrupts children's learning.
- Children behave well. Staff support children to understand different emotions. For instance, they draw 'happy' and 'sad' faces. They talk to the children about how they may feel. This broadens children's knowledge of emotions.
- Children with SEND are supported very well. Leaders and staff work hard to ensure that children and their families have access to relevant support agencies. They communicate frequently with parents and work hard to support children. This helps staff precisely plan children's next steps. Consequently, they make good progress in their learning and development.
- Partnership with parents is good. They value the support staff give them to help their child make progress in their learning. New parents say that the settling-in session really helps them get to know their child's key person.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a thorough understanding of their safeguarding roles and responsibilities. They monitor staff suitability on an ongoing basis. Leaders know the procedures to follow in the event of allegations against staff. They understand their responsibility to inform Ofsted in a timely manner. Staff confidently describe what action they would take if they were concerned about a child or the practice or conduct of a colleague. Staff are deployed effectively and supervise the children well. The management team shares the setting's policies and procedures with parents, including those relating to safeguarding, complaints, health and safety and illnesses.

What does the setting need to do to improve?

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

- develop staff teaching skills in group activities to support quieter children
- improve planning for story times to maximise the learning opportunities for all children.

Setting details

Unique reference number	EY479508
Local authority	Windsor and Maidenhead
Inspection number	10276600
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	12 to 4
Total number of places	70
Number of children on roll	85
Name of registered person	Poppies Day Nurseries Limited
Registered person unique reference number	RP901708
Telephone number	01753 313030
Date of previous inspection	24 July 2017

Information about this early years setting

Poppies Old Windsor registered in 2014. It is in the village of Old Windsor and is one of a group of five nurseries in Buckinghamshire and Berkshire owned by Poppies Day Nurseries Limited. The nursery is open from 7.30am to 6pm, for 51 weeks of the year. There are 16 members of staff who work at the nursery. Of these, 11 hold childcare early years qualifications at level 2 and above. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Lane

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leader and has taken that into account in their evaluation of the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff, parents and children 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 inspector carried out a joint observation of a group activity with the manager.
- 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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