

# Inspection of William Street Nursery

17 William Street, WINDSOR, Berkshire SL4 1BB

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Inspection date:

24 February 2023

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

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

### **The provision requires improvement**

Children are happy and enjoy their time at the nursery. They form close bonds with staff, who are caring and attentive to their individual needs. This helps children to feel safe and secure. Babies enjoy cuddling up with staff and reading picture books while sat on their laps. They are keen to communicate as they use single words to describe what they can see in the pictures. Children behave well and can talk about the 'golden rules' of the nursery, which are reinforced regularly by staff. Children enjoy outdoor play, where they get plenty of exercise as well as a broader range of learning opportunities. They use mathematical language as they play 'What's the time Mr Wolf' and run away excitedly when the wolf responds that it is dinner time. Staff provide children with opportunities to read from a selection of books and relax in the garden.

Children show periods of enjoyment and concentration as they engage in the range of activities staff plan to meet their individual needs and interests. However, there are times, particularly during transitional periods, when children are not engaged in meaningful learning. For example, at times children spend too long waiting to get ready before they can play outdoors. Staff provide interactive group circle time activities before and after lunch. However, this means that children are seated for too long at times and they become disengaged, particularly after lunch, as other activities are not readily available for them.

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

- The manager and leadership team show a strong commitment to improving the quality of the provision. They have proactively sought support from external professionals in order to drive improvements. Breaches of the safeguarding and welfare requirements identified at the last inspection have been fully addressed. However, more time is needed to fully embed the improvements that have been made to ensure that the quality of teaching is consistently good.
- Staff monitor children's development and plan activities to meet their individual needs. They share this information well across the team to ensure continuity of learning. They understand the focus of the curriculum for the age range of the children they are working with. However, staff do not always tailor their interactions to provide challenge and fully extend children's learning. In addition, they do not always organise the environment and plan activities to ensure that children are consistently engaged in meaningful learning. Particularly during periods of transition, such as before and following lunch.
- The manager is highly committed to ensuring that all children achieve to the best of their ability. She has strengthened the processes in place to support children who are at risk of falling behind their peers and established strong working links with other professionals. Targeted support is swiftly put into place

at the earliest opportunity. As a result, children with special educational needs and/or disabilities and those with delays in their learning are making positive progress.

- Partnership with parents has considerably improved since the last inspection. Parents feel well informed about their child's development and know who their child's key person is. They are able to access a number of recent initiatives to become more involved in their child's learning. For example, children take home cooking club bags and bake recipes with their parents at home. They proudly show off pictures of their creations to their friends and staff.
- The quality of teaching to support children's communication and language skills is too variable at times. Where practice is stronger, staff ask open questions and introduce lots of vocabulary. For example, young children learn descriptive language as they mix different soaps to create potions. However, at other times, staff do not allow children ample opportunity to think and respond to questions or interact as readily with children as they play.
- Children follow instructions well. Staff provide them with clear and consistent messages about expectations for behaviour and act as positive role models. They remind children of the importance of sharing with their friends. They use good manners when speaking to children, who they remind to return this behaviour in their own interactions.
- Staff receive regular supervision and feel well supported by the manager. The manager, who was newly appointed at the time of the last inspection, has implemented the regular coaching and monitoring of staff. Staff are set with different online training to complete on a monthly basis.
- Children understand the importance of healthy lifestyles. Staff talk about the healthy foods they are eating as children self-serve their freshly cooked meals. Children learn the importance of good oral hygiene as they brush their teeth together after lunch on a daily basis.

## Safeguarding

The arrangements for safeguarding are effective.

Staff knowledge of safeguarding has improved considerably since the last inspection. They demonstrate a clear understanding of the signs which could indicate a child is at risk of harm or abuse. They know the procedures they must follow if they have concerns in order to keep children safe. This includes their own responsibility to make sure that the designated safeguarding lead takes appropriate action to address those concerns. The manager, who is the designated safeguarding lead, liaises promptly and closely with other agencies to ensure children's safety is assured. Staff are mindful of children's safety within the setting. They supervise children closely and ensure all children are accounted for when taking children to and from the outdoor space.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the**

**provider must:**

	Due date
review and improve how staff deliver activities, including during transitional periods, so that children are consistently engaged in meaningful learning	30/04/2023
ensure that staff consistently provide good support for children to develop their communication and language skills as they interact and play alongside them.	30/04/2023

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

- strengthen the quality of staff interactions with children to ensure that they are consistently effective in extending children's learning.

## Setting details

<b>Unique reference number</b>	EY462233
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10257254
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	50
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Countryside Nurseries LLP Partnership
<b>Registered person unique reference number</b>	RP521162
<b>Telephone number</b>	01753 851002
<b>Date of previous inspection</b>	6 September 2022

## Information about this early years setting

William Street Nursery registered in 2013. It is located in Windsor town centre and offers children care on weekdays, from 7.30am to 6pm, for 51 weeks of the year. The provider employs nine staff. Of these, six hold relevant childcare qualifications.

## Information about this inspection

### Inspector

Carla Roberts

### Inspection activities

- The inspector discussed any continued 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.
- 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 a circle time activity.
- 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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