

# Inspection of The Big Top Nursery

74c High Street, Waddesdon, AYLESBURY, Buckinghamshire HP18 0JD

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Inspection date: 3 May 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

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

### The provision is inadequate

Staff understand how to keep children safe during their play. For example, they supervise children appropriately during activities, such as in the pond area. However, staff have an insecure understanding of the local safeguarding partnership procedures. This means that safeguarding is not effective.

Staff know their key children well and the close relationships that they build with them help children to feel secure. For instance, younger children are greeted by their key person on arrival. They reach their hands out in excitement to be taken in to nursery. Staff know the skills their key children need to develop and they support and encourage them to be successful. For example, staff crouch down to floor level, making eye contact with babies. They use positive facial expressions and encourage babies to develop their core strength as they reach out and roll over to grasp toys.

Children's language and vocabulary develops well in relation to their age. Staff focus on this effectively in their interactions with children. For instance, staff repeat and add simple words in their interactions with the youngest children as they ask for 'help' and 'more' when wrapping shapes in foil. Staff sing familiar songs with toddlers to develop mathematical language. Children sing enthusiastically and they learn key knowledge at the same time. For example, they learn that a triangle has three sides and three corners.

Children respond well to the high expectations that staff set out clearly for them. For example, when the 'helper of the day' rings the bell, children immediately begin to tidy up. Children say that they enjoy being the helper. They particularly like being the line leader and setting the tables at mealtimes.

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

- Staff do not fully understand the nursery safeguarding policy. For example, they are unable to explain how to escalate concerns about children's welfare or staff practice in line with local safeguarding partnership procedures. This means they do not have the knowledge to be able to respond swiftly to concerns.
- Managers complete regular staff supervisions. Staff have opportunities within these meetings to discuss children's welfare. However, managers do not use these times effectively to check individual staff understanding of safeguarding procedures. This means that they do not identify where coaching and support is needed to address gaps in knowledge.
- The provider has not notified Ofsted about changes to the leadership and management of the nursery. For example, in relation to company ownership and a change in manager. There is no risk to children, as the provider has completed

appropriate suitability checks, such as a disclosure and barring check for each person. In addition, the company secretary does not have unsupervised contact with children. The provider has rectified this within the course of the inspection. They have provided the necessary information to Ofsted to enable additional suitability checks to be completed.

- Staff share a clear vision for the curriculum. For instance, they have created 10 curriculum aims, which they want children to achieve before they go to school. These include understanding basic language and questions, and moving with awareness of body parts. Staff plan the sequence of learning that builds towards these aims and use these to guide the curriculum in their rooms effectively.
- Staff help children to develop a love of reading. For example, they ensure that children have free access to books. Younger children enjoy exploring books about animals and making accompanying noises. Older children explore books with staff outdoors. They confidently demonstrate their prior learning, as they turn the pages and read aloud facts about tadpoles and the life cycle of a frog.
- Overall, children demonstrate high levels of enjoyment. For instance, older children in particular enjoy a 'wake and shake' session. They move in different ways to music playing, controlling their body parts as they jump, twist and wiggle. This helps children to achieve the curriculum aim for them to move safely and freely with awareness of their body parts.
- Children develop their number knowledge. They learn to recognise numerals, touch count and recognise the number of items in a group. Staff support them well, such as by modelling and demonstrating. However, at times, staff are not fully effective at targeting this learning to individual children's needs and children lose interest. For example, staff do not recognise that the number games they choose to play are too easy for some children and that they do not develop their knowledge further.
- Staff do not fully consider how to promote diversity and difference in their everyday interactions with children. For example, staff encourage children to identify themselves and their friends by stereotypical characteristics in a game as they prepare for lunch. This does not support staff in their aims to respect children as individuals or to prepare them for life in modern Britain.
- Leaders use additional funding well to purchase resources to support children's individual needs. For example, they have purchased books to help children who enjoy reading, to learn how to better manage their feelings and emotions. This is helping children to manage times of change more successfully.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff are able to talk about signs and symptoms of abuse, which may indicate that children are at risk of harm. However, leaders do not ensure that all staff have a secure understanding of local safeguarding partnership procedures. Leaders have robust policies in place to ensure the premises are safe and suitable each day. For example, staff complete risk assessments and take prompt action to minimise hazards when they are identified. Staff also complete regular fire evacuation

procedures with children, which helps to ensure staff are able to respond in an emergency.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure staff fully understand the nursery safeguarding policy and know how to refer concerns about children's welfare or staff practice in line with local safeguarding partnership procedures.	17/05/2023

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

- strengthen the planning of adult-led activities to ensure that they are targeted precisely to individual children's learning needs and help them learn new concepts to apply to their future learning
- support staff to understand how to promote diversity and difference to prepare children for life in modern Britain.

## Setting details

<b>Unique reference number</b>	EY465545
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10285471
<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>	50
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Big Top Nursery Limited
<b>Registered person unique reference number</b>	RP532797
<b>Telephone number</b>	07780 441070
<b>Date of previous inspection</b>	6 October 2017

## Information about this early years setting

The Big Top Nursery registered in 2013. It is based in Waddesdon, Buckinghamshire. The nursery operates every weekday for 51 weeks of the year. It opens Monday to Friday from 7.30am until 6pm. The nursery receives funding for the provision of free early education for children aged two, three and four years. A team of 23 staff work with the children. Of these, 16 hold appropriate early years qualifications at level 3 and above.

## Information about this inspection

### Inspector

Lisa Dailey

## 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.
- 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 inspector completed a joint observation of a mathematics activity.
- The inspector spoke to parents and also considered their written views.

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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