

Inspection of Paws Nursery School

Hayley Green, Warfield, BRACKNELL, Berkshire RG42 6BS

Inspection date: 19 July 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 thoroughly enjoy their time at this nursery. They quickly settle into the routines of the day when they arrive. Staff take the time to talk to parents when they hand their children over at the door. They find out about their children's day and use this information to meet children's personal, social and emotional needs. Children thrive because of the secure bonds they form with their key person. They show that they feel happy, safe and secure. Staff successfully help children to understand what is expected of them and how to resolve their own conflicts. There is a strong focus on kindness and caring for each other.

Staff provide ample opportunities for children to explore and create using different materials and textures. For example, they enjoy making play dough. They follow staff instructions, listening intently, and explore mathematical concepts as they select spices and mix them into the dough. Children excitedly share their creations with each other, describing the different smells of lemons, cinnamon and ginger. They talk about having a 'sour face', as they suck the lemons and the talk about the 'sweet smell of the cinnamon'. Staff encourage children to describe the texture, colour and scent and children self-select craft items to personalise their creations.

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

- Managers and staff create a positive and engaging environment for all who attend. Staff report that they are happy and well supported by leaders and their team. Managers are approachable and provide staff with training and support to enable them to successfully fulfil their roles. Staff are passionate about their roles and provide children with good quality care and teaching.
- Staff know the children well. They delight in children's progress and developing personalities. Children make good progress. Staff work closely with parents and other agencies. This helps children with special educational needs and/or disabilities to receive the extra support they need. They quickly begin to catch up with their peers. However, there are times when staff are not fully aware of children's prior knowledge and experiences regarding what they already know and can do from the very start.
- Children's communication and language is a strong focus at this setting. The managers recognise the impact the COVID-19 pandemic had on children's speech development and are implementing a local authority language programme. Staff interactions support children's development well.
- Children enjoy being active outdoors in the fresh air, whatever the weather. They learn to put their own coats and boots on ready to go outside. Staff encourage children to take reasonable risks as they climb onto apparatus and jump off unaided. Children are independent and lead their own learning experiences with their friends. They dig in muddy puddles and spray water onto

the fence, watching with delight as the water runs down. Children explore bugs and flowers learning their names and discussing their habitats. For example, they tell the inspector that the flowers need the sun to grow and lots of water.

- Staff create a nurturing and inclusive environment for all children. Children who speak English as an additional language have good support and make good progress in their learning.
- Children develop a good understanding of their local community and different cultures. Staff plan activities to celebrate the diversity of the children who attend the nursery. Parents are invited to contribute to share their knowledge and talents. For example, parents play musical instruments and discuss their interesting occupations about flying animals around the world. This helps to broaden children's knowledge of the wider world.
- Staff provide a good balance of child-led and adult-led activities. Children regularly hear rhymes and stories. They engage in small-group activities that support children's listening and attention skills. However, staff do not always take account of the differences in the levels of children's concentration and activities can sometimes be too long. Therefore, at times, children lose concentration and are easily distracted by their surroundings.

Safeguarding

The arrangements for safeguarding are effective.

The managers have an excellent knowledge of safeguarding and child protection procedures. The staff team have received training in safeguarding and understand how to report concerns. They are confident to discuss the signs and symptoms of abuse and understand who to contact at the local authority to escalate concerns. Staff understand their responsibility to report concerns of safeguarding issues, such as escalating concerns regarding colleagues or managers. The recruitment process is robust and the provider understands their responsibility to safeguard children and to ensure the suitability of those working with children in the setting.

What does the setting need to do to improve?

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

- enhance the information gathered when children join the nursery, to help staff know as much as they can to support all children's learning right from the start
- review the organisation and structure of timetables and routines to take into consideration the age ranges and individual needs of the children present, to enhance learning opportunities to the highest level.

Setting details

Unique reference number	119256
Local authority	Bracknell Forest
Inspection number	10295258
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	2 to 4
Total number of places	28
Number of children on roll	44
Name of registered person	Fretwell, Augusta Kate
Registered person unique reference number	RP512467
Telephone number	01344 893636
Date of previous inspection	4 December 2017

Information about this early years setting

Paws Nursery School registered in 1995. The nursery operates in the Hayley Green area of Warfield, Bracknell, Berkshire. The nursery is open Monday to Friday from 9am to 3.30pm, term time only. The nursery is in receipt of funding to provide free early education for children aged two, three and four years. There are seven staff members employed, five of whom hold relevant early years qualifications at level 3 and two of whom hold a relevant early years qualification at level 4.

Information about this inspection

Inspector

Chris Lamey

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed by the managers and the inspector, indoors during a focused activity.
- The inspector held a discussion with managers in relation to the leadership and management of the nursery. She looked at relevant documentation, such as evidence of recruitment, staff's qualifications and their suitability to work with children.
- The inspector spoke to parents, children and staff at appropriate times during the inspection.

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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