

Inspection of The Big Top Nursery

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

Inspection date: 26 October 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and excited for their day at this setting. Children and parents are greeted by friendly staff. Parents share information about their children. For example, if they have had breakfast and how their morning has been so far. Staff use this information to plan for the child's day. Children excitedly choose from a range of activities that staff plan around their interests and sessional topics. For example, staff provide activities using resources that children recently collected on an autumn walk to the park, such as conkers and leaves.

Staff have high expectations for children and what they want them to learn. They know the children well and plan for their next steps in learning. Staff are good role models. Children's behaviour is good. They show that they know the routines well and what is expected of them. Children are confident learners and staff provide a range of activities, indoors and outdoors, which capture children's interest. For example, children in the garden make 'mud soup'. They add different herbs and spices that staff have labelled in jars.

Children learn about healthy eating and oral hygiene. Staff plan activities for the children to grow vegetables and prepare their own food. For example, children grew carrots; they then picked these and had them with their lunch. Children learn about the importance of cleaning their teeth and practise through activities with props that staff provide.

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

- Leaders and managers have high expectations for children and staff. Since the last inspection, they have reviewed and improved training and supervisions for staff. They ensure that staff understand their roles and responsibilities in regard to safeguarding. Staff report that they feel very supported with their well-being and professional development.
- Staff support children's personal, social and emotional development well. Children are encouraged to talk about how and why they feel certain ways. Staff set clear boundaries for children which they follow and show they understand. Children know the routines well and what is expected of them. For example, when children hear the bell ring, they put their hands on their heads and listen to the instructions from staff.
- Children develop good physical skills. Staff plan for children's different abilities and stages of development. The youngest of children are supported with walking and standing. Staff give children ample time to explore outdoors. This includes walks to explore the local area and parks. The garden area has been well thought out to ensure that children are given opportunities to explore different areas and use a range of equipment and resources.

- Staff support children's mathematical development through a range of activities. Staff encourage children to count together as they learn the early concepts of mathematics. However, the curriculum for mathematics does not provide enough challenge for older children.
- Overall, children develop good communication skills. They join in enthusiastically with songs that staff sing with them. Staff recognise children's needs and adapt their approach. For example, staff use simple sign language to support children to communicate. However, the youngest children are not always given the time they need to think and respond to questions.
- Parents report that they appreciate the feedback about their child's time at the setting and their achievements. They are grateful for the support they receive when children struggle with areas of their development and the support they receive to make referrals to outside agencies.
- Children with special educational needs and/or disabilities are supported well. Staff identify needs early and make referrals so that children get the support they need in the quickest time possible. Staff work with other agencies to ensure consistency. This helps children to make the best progress possible.
- Staff learn about children's experiences and home lives. This enables them to plan and create new opportunities for children. For example, staff recognise that some children had not experienced riding on a bus. This enabled them to plan for children to experience bus rides at the local park.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers support staff to understand their responsibilities to safeguard children. They have introduced new systems so that staff are aware of how to escalate concerns about a child or an adult. Staff recognise signs that may indicate that a child is at risk of harm or abuse. Risk assessments are carried out daily at the setting, and when the children are going on outings, to ensure the safety of children. Managers follow robust recruitment procedures and regular checks to ensure that staff continue to be suitable to work with children.

What does the setting need to do to improve?

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

- provide older children with further mathematical challenges, to help progress their skills further
- help staff understand the need to allow younger children more time to think and respond to questions.

Setting details

Unique reference number	EY465545
Local authority	Buckinghamshire
Inspection number	10295874
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	50
Number of children on roll	56
Name of registered person	Big Top Nursery Limited
Registered person unique reference number	RP532797
Telephone number	01296 658898
Date of previous inspection	3 May 2023

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 to 6pm. The nursery receives funding for the provision of early education for children aged two, three and four years. A team of 26 staff work with the children. Of these, 15 hold appropriate early years qualifications at level 3 and above.

Information about this inspection

Inspector
Nicky Butler

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- 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 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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