

Inspection of Always Growing Wessex

Wessex Primary School, St Adrians Close, Maidenhead SL6 3AT

Inspection date: 12 December 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive eagerly at nursery and are greeted warmly by enthusiastic staff. They are confident in social situations. For example, children say to visitors, 'What's your name?' and ask 'What are you doing?' There is an effective key-person system in place. Children have formed close attachments with staff, who are caring in their approach. This helps children to feel safe and secure. Children use good manners and understand the nursery rules. They play well together and generally take turns effectively. Children are becoming independent learners who access activities and resources for themselves. Overall, the curriculum supports children to develop a love of learning. Staff provide a range of exciting learning experiences, indoors and outdoors. These fuel children's imagination. For example, children show delight as they create snow people and decorate wreaths. Staff tune in to children's interests and, overall, build their knowledge and understanding from these. Staff demonstrate that they prioritise children's well-being. For example, they check that children are dressed in suitably warm outdoor clothing. Children experiment using guttering to design their own water channelling system. They move guttering up and down to change the height and slope. Children roll balls down and explore the channelling possibilities.

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

- Managers recognise the importance of valuing staff's well-being. Staff state they feel 'appreciated' and 'listened to' by managers. Staff benefit from a robust cycle of observations of practice and supervision meetings. Professional development opportunities are carefully considered to help staff to enhance children's learning and development.
- Staff provide a range of stimulating activities to encourage children's physical development. Children excitedly play football together. They build strength and develop coordination and balance. Children enjoy lots of time outdoors to support their physical skills and well-being.
- Support for children with special educational needs and/or disabilities is carefully considered. Staff work closely with parents and professionals to ensure that children receive continuous support and guidance. All children make good progress from their starting points.
- Parents are very keen to share their views of the nursery, care and the progress their children make over time. They say that their children are 'thriving'. Parents state staff keep them well informed of the daily activities provided and next steps in their children's learning.
- Staff ensure that children have access to their favourite stories and frequently read aloud to children with enthusiasm. Children retell familiar stories through play. For example, as they go outside, they act out 'We're Going on a Bear Hunt' together. These experiences help to promote children's early literacy skills.

- Staff understand the importance of promoting children's communication and language skills and early mathematics. For example, children listen with increasing attention and listening skills while staff read them a story to help develop children's love of books and early reading. Children eagerly add and subtract numbers to help to promote early mathematical concepts.
- Staff complete accurate assessments of children's development. They have a clear understanding of what they want children to learn next. Overall, children access a curriculum that fosters their interests and builds on what they already know and can do. However, staff do not always implement the curriculum with precision to consistently support the intent of some activities.

Safeguarding

The arrangements for safeguarding are effective.

There are clear processes in place to keep all children and their information safe. All staff complete regular safeguarding training which is applicable to their specific role. Managers and staff have a secure knowledge of the indicators of abuse and the procedures to follow in the event of a child protection concern. They understand the procedure if an allegation is made against a member of staff. The manager carries out robust recruitment, vetting and induction procedures. Risk assessments are carried out in all areas that are accessible to children. This helps to ensure their safety while at the setting.

What does the setting need to do to improve?

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

- support staff's understanding of how to implement the learning intentions for activities, so they are clear on what skills and knowledge they want children to gain.

Setting details

Unique reference number	2653682
Local authority	Windsor and Maidenhead
Inspection number	10305292
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	1 to 4
Total number of places	55
Number of children on roll	21
Name of registered person	Always Growing Ltd
Registered person unique reference number	RP908054
Telephone number	07758225181
Date of previous inspection	Not applicable

Information about this early years setting

Always Growing Wessex registered in 2021 and is located in Maidenhead. The setting employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 2, 3 or 4. The nursery opens from Monday to Friday, during term time. Sessions are from 9am to 3.30pm. The nursery receives funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Boparai

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 provider and has taken that into account in their evaluation of the setting.
- The managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff 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 one of the managers.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector held a meeting with the managers and looked at relevant documentation and evidence of the suitability of staff working at the setting.

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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